

**USING PEER RESPONSE TO IMPROVE WRITING ABILITY  
OF GRADE VIII STUDENTS AT SMP 3 BERBAH IN THE  
ACADEMIC YEAR OF 2013/2014**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements for the Attainment of  
the Sarjana *Pendidikan* Degree in English Language Education**



**Written by:**

**Nur Rochman Fatoni**

**09202241079**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA**

**2014**

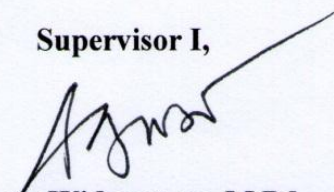
**APPROVAL SHEET**

**USING PEER RESPONSE TO IMPROVE WRITING ABILITY  
OF GRADE VIII STUDENTS AT SMP 3 BERBAH IN THE  
ACADEMIC YEAR OF 2013/2014**

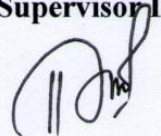
**A THESIS**



**Supervisor I,**

  
**Dr. Agus Widyanoro, M.Pd.**  
**NIP. 19600308 198502 1 001**

**Supervisor II,**

  
**Lusi Nurhayati, M.App.Ling.**  
**NIP. 19790205 200312 2 001**



## RATIFICATION

# USING PEER RESPONSE TO IMPROVE WRITING ABILITY OF GRADE VIII STUDENTS AT SMP 3 BERBAH IN THE ACADEMIC YEAR OF 2013/2014

## A THESIS

By


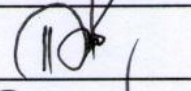
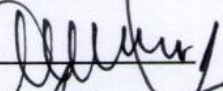
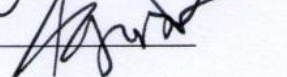
**NUR ROCHMAN FATONI**

**09202241079**

Accepted by the Board of Examiners of English Education Department, Faculty of Language and Arts, State University of Yogyakarta, on June 27, 2014 and declared to have fulfilled the requirement to attain *Sarjana Pendidikan* Degree in English Language Education.

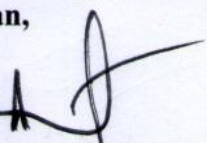
### BOARD OF EXAMINERS

Chairperson : Samsul Maarif, M.A.  
Secretary : Lusi Nurhayati, M.App.Ling.  
Examiner 1 : Dr. Margana, M. Hum, M. A.  
Examiner 2 : Dr. Agus Widyanoro, M.Pd.

1.   
2.   
3.   
4. 

Yogyakarta, June 27, 2014  
Faculty of Languages and Arts  
State University of Yogyakarta  
Dean,



  
**Prof. Dr. Zamzani, M. Pd.**  
NIP. 19550505 198011 1 001

## **PERNYATAAN**

Yang bertanda tangan di bawah ini, saya:

Nama : Nur Rochman Fatoni

NIM : 09202241079

Jurusan : Pendidikan Bahasa Inggris

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni


Judul Skripsi : USING PEER RESPONSE TO IMPROVE WRITING ABILITY  
OF GRADE VIII STUDENTS AT SMP 3 BERBAH IN THE  
ACADEMIC YEAR OF 2013/2014,

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 20 Juni 2014

Penulis,

  
Nur Rochman Fatoni  
09202241079



## DEDICATIONS

This thesis is dedicated to:

- ✚ My parents
- ✚ My brothers and sister
- ✚ My big family

## MOTTOS

*Sholatlah Sebelum Kau Disholatkan*

*Ujian dan Cobaan Pasti Akan Selesai, Itu Bukti Sayang Allah pada Kita (NRF 2013)*

*Aku Bisa, Harus Bisa, Pati Bisa (forkot 2014)*



## ACKNOWLEDGMENTS

*Alhamdulillah Robbil'aalamiin.* All praises be to Allah SWT, the Almighty God that gives His blessing so the writer can finish this thesis and his study. Invocation and peace go to Muhammad, the Prophet, his families, and his disciples. May Allah bless them and give them peace.

The writer would like to thank to his beloved parents, lovely sister and brothers for all their love, motivation, support, prayers, and everything.

He would like to express his gratitude and appreciation to her first supervisor, Dr. Agus Widyantoro, M.Pd. and his second supervisor Lusi Nurhayati, M.App.Ling., who have patiently guided him in doing the research and writing the thesis.

He also would like to dedicate his gratitude to all lecturers in the English Education Department who have given him much knowledge and useful experience.

His gratitude also goes to the big family of SMP 3 Berbah who has permitted the writer as the researcher to carry out the research. Furthermore, his gratitude also goes to Ahmad Zarkoni, S.Pd. who had become the collaborator of the research and gave him big supports to finish this thesis. He is thankful to the students of Class VIII D for their warmness and cooperation during the research.

Moreover, he also wants to express special thanks to members of PBI Class D 2009, big family of UKM KARATE INKAI UNY, big family of FORKI KOTA Karate Team, big family of Kos Swakarya 30, members of EDULT, and all his friends in Yogyakarta and Sukoharjo for giving him much help, support, prayers, and motivation in doing the research; and also nice friendship. All of them are the best part of his life.

Finally, the writer realizes that this thesis still has many mistakes. Therefore, he accepts gratefully any suggestions and comments. However, he hopes that the thesis will be able to give contribution and be useful for the readers especially for those who are interested in similar studies.

Yogyakarta, June 20, 2014

The Writer,

A handwritten signature in black ink, appearing to be 'Nur Rochman Fatoni', written in a cursive style.

Nur Rochman Fatoni

09202241079



## TABLE OF CONTENTS

	Page
<b>TITLE</b> .....	i
<b>APPROVAL SHEET</b> .....	ii
<b>RATIFICATION</b> .....	iii
<b>PERNYATAAN</b> .....	iv
<b>DEDICATIONS</b> .....	v
<b>MOTTOS</b> .....	vi
<b>ACKNOWLEDGEMENTS</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	ix
<b>APPENDICES</b> .....	xii
<b>LIST OF TABLES</b> .....	xiii
<b>LIST OF FIGURE AND CHARTS</b> .....	xiv
<b>ABSTRACT</b> .....	xv

### CHAPTER I INTRODUCTION

A. Background of the Study .....	1
B. Identification of the Problem .....	5
C. Problem Limitation .....	7
D. Formulation of the Problem .....	8
E. Objective of the Study .....	8
F. Significance of the Study .....	8

### CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review .....	10
1. Theories of writing .....	10
a. Definitions of writing .....	10
b. The writing process .....	12
c. Characteristics of written language .....	15
d. Micro and macro skills of writing .....	17
2. Teaching writing in Junior High School .....	19

a. Principles of teaching writing.....	19
b. Type of writing activities .....	23
c. Characteristics of Junior High School students.....	25
d. Teaching writing in Junior High School .....	26
3. Peer Response .....	29
a. The nature of Peer Response .....	29
b. The Importance of Peer Response .....	31
c. The implementation of the Peer Response in Teaching Writing.....	34
B. Relevant Studies.....	37
C. Conceptual Framework.....	39

### **CHAPTER III RESEARCH METHOD**

A. Type of the Research .....	42
B. Research Setting.....	44
1. Place Setting.....	44
2. Learning Setting .....	45
3. Time Setting.....	46
C. Participant of the Research .....	47
D. Instrument of the Research .....	47
E. Data and Technique of Collecting Data .....	48
F. Technique of Data Analysis .....	50
G. Validity and Reliability.....	52
H. Procedure of the Research .....	55
1. Reconnaissance Stage .....	55
2. Plan of Action .....	56
3. Action.....	56
4. Reflection.....	57

### **CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

A. Reconnaissance.....	58
1. Identification of the Problem .....	58
2. The Selection of the Problem.....	63



3. Determining the Actions to Overcome the Problems .....	64
B. Research Process .....	65
1. Cycle I.....	65
a. Planning .....	65
b. Actions and Observation .....	67
1). First Meeting .....	68
2). Second Meeting.....	72
3). Third Meeting.....	77
c. Reflection .....	82
2. Cycle II.....	88
a. Planning .....	89
b. Actions and Observation .....	90
1). Fourth Meeting.....	91
2). Fifth Meeting.....	97
3). Sixth Meeting .....	101
c. Reflection .....	107
C. The Results of the Research .....	113
D. Research Discussion .....	119

## **CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

A. Conclusions.....	123
B. Implications.....	125
C. Suggestions .....	128
<b>REFERENCES</b> .....	129
<b>APPENDICES</b> .....	132

## APPENDICES

	Page
A. Field Notes .....	133
B. Interview Guidelines and Interview Transcripts .....	143
C. Course Grid .....	162
D. Lesson Plan .....	170
E. Observation Checklist.....	210
F. Writing Rubric and Students' Score .....	215
G. Student Writing .....	222
H. Photograph .....	254
I. Permit Letter. ....	258

## LIST OF TABLES

	Page
Table 1: The standard of competence and basic competence of writing for grade VIII in the second semester .....	28
Table 2: The Field Problems in VIII D Class SMP 3 Berbah .....	59
Table 3: The Schedule of Cycle I.....	67
Table 4: The Schedule of Cycle 2 .....	91
Table 5: The Students' Mean Score in the Content Aspect .....	115
Table 6: The Students' Mean Score in the Organizational Aspect .....	116
Table 7: The Students' Mean Score in the Vocabulary Aspect .....	116
Table 8: The Students' Mean Score in the Language Use Aspect.....	116
Table 9: The Students' Mean Score in the Mechanics Aspect.....	117
Table 10: General Findings of the Students' Score from Pre-test, Cycle I, Cycle II, and Post-test.....	118

## LIST OF FIGURE AND CHARTS

	Page
Figure 1: The Model of Action Research Cycles from Kemmis & McTaggart (1988) in Burns (2010:9) .....	44
Chart 1: The Students' Mean Scores in the Five Aspects of Writing .....	117
Chart 2: General Findings of the Students' Scores from Pre-test, Cycle I, Cycle II, and Post-test .....	117



**USING PEER RESPONSE TO IMPROVE WRITING ABILITY OF  
GRADE VIII STUDENTS AT SMP 3 BERBAH IN THE ACADEMIC  
YEAR OF 2013/2014**

**By**

**Nur Rochman Fatoni**

**09202241079**

**ABSTRACT**

This study is action research that aims at improving students' writing ability through peer responses in SMP 3 Berbah. Based on the reconnaissance step, there were some problems of students' writing ability which were related to the content, language features, organization of the text, vocabulary, mechanics and also the students' motivation. Those were influenced by materials, technique, and the writing activities.

This research consisted of two cycles. It was conducted collaboratively with the English teacher. The subjects of this research were 22 students of class VIII D in SMP 3 Berbah. The data in this research were collected through observations, documentations, interviews, and students' writing performances. The instruments for collecting the data were observation checklists, interview guidelines, and writing tasks. The data were in the form of field notes, interview transcripts, photographs, and students' writing scores. In analyzing the data, the researcher used two methods, the qualitative method and the quantitative method.

The results of this research showed that the use of the peer response in combination with some appropriate activities was able to improve students' writing ability. Based on the qualitative data sources, the students got significant improvements in the aspect of content, language features, organization of the text, vocabulary, and mechanics. Moreover, through peer response activities, they were motivated to join the writing teaching and learning process. Based on the quantitative data, the students' mean score were improved. In the pre-test, the students' mean score was 08.00. The mean score increased in both Cycle 1 and Cycle 2 in which the mean scores were 09.48 and 13.41. In the post-test, the score increased into 14.34. The gain score of the mean scores from pre-test to post-test is 06.34. From the data above, it can be concluded that the writing ability of Class VIII D students of SMP 3 Berbah had improved by the peer response technique.

## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

Language has an important role in communication. It can help people to reveal an intention to someone else, and also express their thought and feeling to others. In the globalization era, English, one of the international languages taught in school, is expected to help the students compete in their future. It is taught in all stages of formal education in Indonesia. In junior and senior high school, English is one of the compulsory subjects. In learning English, students have to deal with the four basic language skills which are listening, speaking, reading, and writing. Speaking and writing are productive skills while listening and reading are receptive skills. Among the four skills, writing is considered as the most difficult one. Students in junior high schools often find difficulties in writing. However, since writing is very important, they must master the writing skill.

There are some facts that show the importance of writing for students to face this world. In academic context, students must master writing skills since they, in schools or college, will always deal with academic writing such as thesis, journals, and articles. Writing can also facilitate students for better learning because, in writing, they learn some aspects which are useful for learning English such as grammar, punctuations, vocabulary, structure, and cohesive devices. Thus, having good writing skills is a factor that helps students to succeed in the next education level. In non-academic context, in accordance with the globalization and the changes of the life style, the students will also need good writing ability for their future in getting a job or developing their career after they graduate from

their schools or colleges. Moreover, in borderless community of global communication, writing skills are also needed when doing personal communication such as phone, e-mails, blogs, and chats. Such communication becomes important needs for them because it eases them to share information, find new friends, get more knowledge, and understand various cultures of the world. To give some written information, people need to have good writing skill to make the readers understand what the writers mean.

Related to Foreign-Language Teaching and Learning, writing and learning to write has always been one of the most complex and difficult language skills to master in learning second language. Richards and Renandya (2003, p. 303) argued that “there is no doubt that writing is the most difficult skill for second language learners to master”. In fact, teachers give less attention to teach writing instead of speaking, reading, and listening. Carney (1990) found that 95% high school English teachers opine writing as an important but only 19% assign it as an unimportant task because the process of assessment is time consuming especially for lengthy assignments. The cognitive domain has focused more on reading skill and numeracy than that of writing skill (Levy, & Ransdell, 1995; Rijlaarsdam et al., 2005). These conditions arouse the students to lose their motivation and interest to learn writing skill. Besides, teachers usually do not teach the students of how to write in English but only test them. They also do not give enough opportunities and guidance for students to produce good writings. To be able to produce good writings, students also have to master the micro skills of writing. However, many of them lack of those skills and it causes the difficulties in writing

increase. Those facts are the reasons why the students' writing ability is relatively low.

Unfortunately, the problem above was also found by the researcher at the grade VIII students of SMP 3 Berbah. As the observation held before in SMP 3 Berbah, there were so many errors and mistakes of the students in writing. They were in the forms of grammar, vocabulary, spelling, punctuation, organization, and general cohesion. The students seemed like confuse to do the right things. The teacher usually only teaches them the writing material based on the text-book and LKS. The teacher, in fact, had given feedback to correct the students writing. However, the feedback was given to the whole class briefly. It made only few students who can understand and others are still confused. The students also said that the teacher even did not ask them to make writing in free writing activity.

The researcher also identified some problems based on the process and the result of the pretest. Actually, the students were creative enough to start their writing. They could express their idea in simple writing. However, the result was not like the expectation. They could not develop their ideas and even had problems to start writing. They tended to get stuck in one idea so that they could not write many words in their writing. Moreover, there were a lot of grammatical errors such as using inappropriate tenses and their writing organization was also bad. Then, they had a serious problem in putting ideas in sequential orders. They used to forget to use punctuation and make mistake in capitalization. Thus, it can be said that their writing is in a mess. These become crucial problems because developing ideas, having good abilities in grammatical features, and being able to

organize the ideas in the right way are the essential elements in writing. They have problem in grammar, writing technique, and mechanics, some in vocabulary. Sometimes, the students will ask their friends to correct their work. It is because the characteristic of teenagers who are more confident to ask and discuss their works with their friends than with the teacher. They need one-on-one feedback or response to explain where is the mistake and what is the correct one.

Dealing with the problems above, the researcher along with the English teacher agreed to do some efforts to solve the problems emerging. To solve the problems above, the students need a technique to help them understanding the mistakes and the correct one. The technique that is needed to improve their writing skill is a technique that can make the students easier to know the mistakes and later can avoid it to write the correct one. One of the techniques that can make the students improve their writing is peer response. In a good learning-writing process, the students will need some helps to revise or comments on their work from their classmates. It is functioned to see the mistakes of their work and also give some advises and suggestions to their better writing. Kitchakarn (2007) reported that peer response - students giving comments on another's work with the intention of helping their friends revise and improve their writing – is one such favorite technique. Moreover, when students revise their draft, they have opportunities to get feedback from the teacher and peers. Doing discussion in pairs or groups is a way to get feedback from peers. This technique has some advantages such as: developing student-centered learning, increasing students' confidence, encouraging them to have critical thinking, and providing time

to share ideas one another (Tithecott & Tang, 1999). Besides, the essential point found in peer feedback is that developing self-autonomy is important to make them active in the writing process. In addition, One of the reasons why this technique is used in the study is because it provides the learners a strong sense of group unity and also develops values of caring and sharing among the students. Moreover, they will feel free and comfortable when they do something with their peer group.

That is why the researcher believes that using the peer response technique can improve students' writing ability. It is because there are some benefits that are offered by the peer response technique in the English teaching learning process, especially in writing. Based on the reasons above the researcher will use peer response to improve the writing ability of the students of SMP 3 Berbah.

## **B. Identification of the Problem**

As stated in the background of the study, the students of SMP 3 Berbah have many difficulties in writing. Below are the descriptions of the problems which were found in the field.

The first problem was related to the students. The students, in fact, had first thought that learning English especially English writing was difficult. They were unmotivated to join the lesson. In writing, students are supposed to be not only the object of learning but also the subject of learning. It means that besides receiving what is given by their teacher, they have to learn and to develop themselves by themselves. However, the students just did what the teacher asked.



They did not have initiative to learn writing and to produce a text by themselves. They also rarely practiced writing outside the school. They did not give themselves more time to practice of writing while the teacher did not have much time to focus on their writing

In relation to students' ability in writing, the students of SMP 3 Berbah had limited vocabulary. The more limited vocabulary the students have, the poorer writing they produce. The limited vocabulary affects the competence of the students in choosing the adequate words when they do the process of writing. The students often asked to their classmate about the English word to write. The next problem was grammar. They got difficulty in setting up their writing tasks correctly. In their writings, from the observation, the researcher found so many grammatical mistakes such as mistakes in verb agreement. It seemed that their mastery of grammar was relatively low. It affected on their difficulty in composing their writings. Ideas and writing mechanic was the other problem. The students actually had many creative ideas to write. However they have difficulties in organizing ideas. They often asked their friend how to start their writing. When they started writing, they did not use the appropriate organization of the text. They also had problem in writing mechanic including the punctuation, the coherence, the cohesion, capitalization and the organization.

Then the second problem was related to the teacher. The problem is related to the teacher's media and technique to teach writing. The teacher often only followed the material from the text book and LKS. The teacher only explained the topic based on the book. The feedback, students learning needs in writing, was not

given sufficiently to the students. Sometimes the teacher only gave some codes and correcting marks on students' writing, but the mark was not understandable to the students. The media used by the teacher was only the book and the LCD projector. The students sometimes feel bored of it and lost their motivation to learn. The students need more task or exercise in writing to support them mastering the skill. However, the students said, in the interview, that the tasks or exercises from the teacher were not enough. The teacher often only tested them, following the material in the course book, many written expression tasks. Based on those problems, a new formula as a solution of the problems to improve the students' comprehension in English, especially in writing is needed.

### **C. Problem Limitation**

To make the research more focused, the researcher and the English teacher decided to use specific technique, the peer response technique to improve students' writing ability. The technique was expected to overcome the problems of writing such as ideas, grammar, text organization, vocabulary, and mechanics.

There were some reasons why the researcher focused on applying the peer responses technique. First, the peer response can encourage students to work collaboratively that help them to develop ideas (Harmer, 2004: 115). Second, in this technique, student would share their knowledge of grammar, text organization, mechanics, and vocabulary. This technique would help them, in revising stage, to improve their writing. In addition, since the technique was quite

new for the students, the researcher and the English teacher also expected that the technique would improve the students' motivation in writing.

#### **D. Formulation of the Problem**

From the identification and the limitation of the problem mentioned above, the problem was formulated as follows:

How could peer response be implemented to improve the writing ability of the grade VIII students at SMP 3 Berbah in the academic year of 2013/ 2014?

#### **E. The Objective of the Study**

The objective of the research study was to improve the writing ability of grade VIII student at SMP 3 Berbah using the peer response.

#### **F. The Significance of the Study**

##### **1. Theoretical significance**

- a. Theoretically, the research findings will contribute to enrich English teaching-learning theories of writing skills and peer response.
- b. The research findings can be used as a reference for the future researcher who want to conduct a similar research study
- c. For the English Department of Yogyakarta State University, it can be used as a reference of the action research particularly in improving students' writing skill.

**2. Practical significance**

- a. For the grade VIII students at SMP 3 Berbah, this study is expected to give them a way to improve their writing ability in which using peer response.
- b. For the teachers, the research study will be an input to improve their ability in choosing appropriate technique in teaching writing.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter presents the literature review, relevant studies and conceptual framework. Literature review discusses the theories related to the topic. Studies that are relevant to this research are also presented. Meanwhile, conceptual framework discusses the relationship of the theories with the study.

#### **A. Literature Review**

##### **1. Theories of writing**

###### **a. Definitions of writing**

There are various definitions of writing that are based on different views of some experts. Although they are different, the definitions are related to and complete one another.

According to Spratt, Pulverness and Williams (2005: 26), writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skills. It means they involve producing language rather than receiving it. Writing involves communicating a message by making signs on a page. We need to write a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words.

In relation to writing, Brown (2000: 335) states that writing is a written product of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively

into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Another definition of writing is stated by Richards (2002: 309). He states that written language is complex at the level of the clause. According to him, writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.

Gower, Philips and Walters (2008: 113) add that writing involves many different aspects. They are spelling, punctuation, sentence construction, organizing a text and paragraphing, text cohesion and register/style. They also suggest that the students can have positive and co-operative attitude toward writing by encouraging real writing tasks in the classroom, planning sufficient time for writing activities and give them due importance in the program of works, encouraging the students to show each other their writing and to ask each other for advice, letting the students write in pairs or groups sometimes, giving feedback to students, and being selective about the kind of errors the teacher is going to mark so that the teacher does not have to mark every error made and displaying finished tasks on the wall or in a class book.

Furthermore, writing is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psycho-motor processes (Westwood, 2008: 56). Sturm and Koppenhaver (2000) in Westwood



(2008: 56) state that composing writing involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription. Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language.

From the definitions above, it can be said that writing is a productive language skill of thinking, drafting, and revising that consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse and requires linguistic and communicative abilities to communicate a message into a written text.

#### **b. The writing process**

The writing process is a series of stages or activities that writers move through as they composed. According to Harmer (2006), writing has four stages. They are planning, drafting, editing (revising) and final version. Each of the stages is explained below.

##### **1) Planning**

In this stage, the students gather information by planning what is to be written. They also decide the purpose of the writing, the text type, the language used, and the information chosen. The students also have to

consider the organization of the ideas and content structure. In this stage, the students generate their ideas. The teacher helps the students to generate their ideas with various tasks.

## 2) Drafting

The next stage of writing is drafting. The draft refers to the first version of a piece of writing. Therefore, drafting is the first production stage of getting the ideas down using complete sentences and reflecting the general conventions of writing. The students pour their ideas into sentences and then paragraphs. In this stage, they have not focus on accuracy yet. Content and meaning are the things that they have to focus on. They start to write a draft on a piece of paper and then it will be revised.

## 3) Editing (Revising)

In this stage, the students review their works based on the feedback given. They can also share their writing in conferences and make changes in their compositions to reflect the reactions and comments of both the teacher and the classmates. In the process of producing their works, the students must make mistakes such as the content is not dense enough, the order is not clear, the grammar is wrong and the use of the words is inappropriate. They may revise their works by improving the contents, editing the grammar, moving the sentences, and using other words.

#### 4) Final version

The last stage is the final version. This stage refers to the process of tidying up the texts for the grammar, spelling, punctuation, diction, sentence structure, and accuracy for preparing the final draft. After editing the draft and making changes which are needed, the students produce their final draft and are ready to publish their writing.

Supporting the theory above, Brown (2007: 407-409) divided the process of writing into two: the first draft and the second draft. The first draft includes (1) choosing a topic, (2) generating ideas, (3) writing the first draft, (4) peer-editing, and (5) revising. The second draft includes (1) writing the second draft and proof reading, (2) using the teacher's feedback, and (3) keeping a journal.

In relation to the writing process in a classroom, Gower, Philips and Walters (2008: 115) divide guidelines for a process writing activity into six. They are as follows. The first is introduction. In this process, the teachers need to stimulate interest through a listening or reading text and create a situation where a piece of writing is required. It is also important to discuss the text type and think about the reader, and etc. The second is working with ideas. The teachers get ideas from the students through brainstorming, mind maps, note down ideas, develop ideas, and order the ideas. The third is planning. The teachers remind the students of the typical features and structure of the text type they are writing and help the students to use this knowledge to make a plan, dividing their ideas into

paragraphs. The fourth is drafting. In this process, the students write a second draft, perhaps in pairs, from their note/plan. The fifth is reviewing or editing. The teacher can apply peer response in this stage. Here, the students correct and improve their second draft-looking at content, language accuracy, organization, style, etc. At this stage, the teacher can take their work in and make comments. Then, the last is re-writing. The students write out the final version and then give it to the intended reader or teacher. The teacher has to decide what form feedback is going to take and to what extent and how to correct the text.

In short, writing is not only writing something on paper. Many processes are involved in writing which determined the success of writing itself. Those processes above can be guidance to be a good writer.

### **c. Characteristics of Written Language**

Written language has some characteristics. According to Brown (2001: 341-342), there are seven characteristics of the written language. They are as follows:

#### **1) Permanence**

Written language can be read and reread for many times. Writing works such as literary works, important documents, and letters from many years ago still can be read at present.

## 2) Production time

The writing process needs much time to plan, edit, and revise a writing work before finally it is finished as a final product.

## 3) Distance

Between the reader and the writer, there is a distance both in time and space that bound them in negotiating meaning and message. As a result, the purpose and the audience must be planned well to minimize differences of opinion between the reader and the writer.

## 4) Orthography

Written language is supported by the use of orthography in order to send the message as the role of stress, intonation, pitch, volume, and pausing in speaking. For examples the use of an exclamation mark is to express surprise. Then, a question mark is used for questions.

## 5) Complexity

Written language is characterized by the use of longer clauses and more subordinators that make the written language complex. However, a piece of writing which has many longer clauses and more subordinators are not always considered as a good product. Brief, clear, and meaningful sentences are actually needed, and those, therefore, are written in high complexity.

## 6) Vocabulary

Written language needs a high variety in vocabulary. The frequency of word repetition is controlled in order to make a piece of

writing interesting. Finding another synonym for a word is one way to do this.

#### 7) Formality

Written texts are typically formal because of the social and cultural uses. It minimizes the misunderstanding which is caused by language varieties in society. Formality is considered as an agreement for all people of different societies.

### **d. Micro and macro-skills of writing**

With regard to writing, some experts identify two skills, micro and macro skills. The micro skills are more related to the smaller chunks of language while the macro ones deal with the larger elements. According to Brown (2004: 221), micro and macro-skills of writing include the following issues.

#### **Micro-skills**

- 1) The students should be able to produce graphemes and orthographic patterns of English.
- 2) The students should be able to create writing at an efficient rate of speed to suit the purpose.
- 3) The students should be able to produce an acceptable core of words and use appropriate word order patterns.
- 4) The students should be able to use acceptable grammatical systems (e.g. tense, agreement, and pluralisation), patterns, and rules.



- 5) The students should be able to express a particular meaning in different grammatical forms.
- 6) The students should be able to use cohesive devices in written discourses.

**Macro-skills**

- 1) The students should be able to use the rhetorical forms and conventions of written discourse.
- 2) The students should be able to accomplish the communicative functions of written texts according to form of purpose appropriately.
- 3) The students should be able to convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) The students should be able to differentiate between literal and implied meanings when writing.
- 5) The students should be able to correctly and culturally convey specific references in the context of written test.
- 6) The students should be able to develop and use a sequence of writing strategies, such as accurately assessing the audience's interpretation, using pre writing devices, writing with fluency in the first draft, using paraphrases, and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.

The students have to master the micro and macro skills of writing above to meet the success in the writing process. To be more specific, knowing those skills can assist them in determining what they need in writing based on their purposes.

## **2. Teaching writing in Junior High School**

### **a. Principles of teaching writing**

There are eight specific principles in teaching writing according to Brown (2007:402-412). The principles are below.

#### **1) Incorporate practice of good writer**

As good writers, the students are asked to focus on a goal or main idea in writing, perceptively consider their audience, spend some time (but not too much) planning to write, easily let their first ideas flow onto the paper, follow a general organizational plan as they write, solicit and utilize feedback on their writing, not wedded to certain surface structures, revise their work willingly and efficiently, and patiently make as many revisions as needed.

#### **2) Balance process and product**

The teacher should make sure that the students are carefully led through appropriate stages in the process of writing. Besides, the teacher should make sure that everything leading up to this final creation was worth the effort.

3) Account for cultural/literacy backgrounds

The teacher should make sure that the techniques do not assume that the students know English rhetorical conventions.

4) Connect reading and writing

The teacher should facilitate the students to read a variety of relevant types of text that the students can gain important insight both about how they should write and about subject matter that may become the topic of their writing.

5) Provide as much authentic writing as possible

The teacher should provide the students a chance to share each other to add authenticity. They can be asked to publish a newsletter, to write a script for a skit or dramatic presentation, a resume, and advertisements.

6) Frame the techniques in terms of prewriting, drafting, and revising stages

The prewriting stage encourages the students in generating ideas, which can happen in numerous ways include reading (extensively) a passage, skimming and/or scanning a passage, conducting some outside research, brainstorming, listing (in individual writing), clustering (begin with a key word, then add other words, using free association), discussing a topic or question, instructor-initiated questions and probes, and free-writing.

The drafting and revising stage is the core of process writing. There are several strategies and skills to apply to the drafting and revising process in writing: (1) getting started (adapting the free-writing technique), (2) 'optimal' monitoring of one's writing (without premature editing and diverted attention to wording, grammar, etc.), (3) peer-reviewing for content (accepting/using classmates' comments), (4) using the instructor's feedback, (5) editing for grammatical errors, (6) 'read aloud' technique (in small groups or pairs, students read their almost final drafts to each other for a final check on errors, flow of ideas, etc.) and (7) proofreading

7) Strive to offer techniques that are as interactive as possible

A process-oriented approach to writing instruction is interactive (as students work in pairs and groups to generate ideas and to peer-edit), as well as learner-centered (with ample opportunities for students to initiate activity and exchange ideas). Writing techniques that focus on purposes other than compositions (such as letters, forms, memos, directions, short reports) are also subject to the principles of interactive classrooms.

8) Sensitive apply methods of responding to and correcting the students' writing

There are some guidelines for responding to the first draft:

- a.) Resist the temptation to treat minor (local) grammatical errors; major (global) errors within relevant paragraphs can at

this stage be indicated either directly (say, by underlining) or indirectly (for example, by a check next to the line in which an error occurs).

- b.) Generally resist the temptation to rewrite a student's sentences.
  - c.) Comment holistically, in terms of the clarity of the overall thesis and general structural organization.
  - d.) Comment on the introductory paragraph.
  - e.) Comment on features that appear to be irrelevant to the topic.
  - f.) Question clearly inadequate word choices and awkward expression within those paragraphs/sentences that are relevant to the topic.
- 9) Clearly instruct students on the rhetorical, formal conventions of writing

For academic writing, for example, some of the features of English rhetorical discourse that writers use to explain, propose solutions, debate and argue are as follows: (1) clear statement of the thesis or topic or purposes, (2) use of main ideas to develop or clarify the thesis, (3) use of supporting ideas, (4) supporting by "telling": describing, (5) supporting by "showing": giving evidence, facts, statistics, etc., (6) supporting by linking cause and effect, and (7) supporting by using comparison and/or contrast.

In addition, as a productive skill, writing must be taught in a comprehensive way. Langan (2008: 13) suggests that writing should be considered as a skill so that it can be learned like other skills such as

driving, typing or cooking. It means that a lot of practice will make a better writing. In other words, writing is something that can be learned. Thus, to be a good writer, students must learn writing because it is not acquisition like speaking or listening.

In reference to the explanation above, a learning process that is related with the method and techniques used in the classroom activity contributes to students' writing skill. An appropriate choice of teaching method, techniques, and activities affects the students' writing skill in the teaching and learning process.

#### **b. Type of writing activities**

Choosing appropriate activities is important to do in teaching-learning activities. According to Harmer (2004: 61), the activities have to be attractive and also relevant to the students' life. Engaging writing activities are substantial for students because these will encourage them to write. Auditory, visual, and kinesthetic inputs can be used to stimulate the students' creativity. Music and pictures are attractive inputs that will encourage students to activate their cognition and psychomotor. Of course, the activities should be relevant to their life. Relevant activities can be activities which are often found by students in their daily life such as writing diaries, short stories, and letters.

Harmer also formulates writing activities into two: collaborative writing and writing to each other.

### 1) Collaborative writing

Collaborative writing is a kind of writing activities that can encourage students to learn each other including knowledge and ideas. There are some ways to make successful collaborative writing. First, the teacher asks students to write on the board. The advantage of this technique is that it promotes self-confidence. Second, the teacher asks students to write in groups or pairs. The advantages are one of students can concentrate on language and the other students can focus on developing ideas. The examples of activities that can promote successful writing in groups or pairs are rewriting sentences, writing instructional texts, and story reconstructions.

### 2) Writing to each other

This activity can encourage students to be involved in real writing. By writing to each other, students have a different sense in the purpose. They write for a real situation in which they create sentences in order to tell stories or information, not only for the teacher but also for their peers. They get a real purpose of writing by doing activities such as e-mails, live chat or letters.

In addition, to increase self-confidence, the teacher has to create a conducive environment to effective writing (Urquhart & McIver, 2005). It can be created by giving sufficient time and assistance in the writing process. Time and assistance allow students to write in comfortable situation. The factor of confidence is significant for students because they

who write with confidence will be more open to strategies that allow them to express their written voice (Tom Romano, 2004: 20 in Holbrook et al., 2005).

### **c. Characteristics of Junior High School students**

Junior high school students are adolescents whose ages are between 12-15 years. They are characterized by their diversity as they move through the puberty growth cycle at varying times and rates. Yet as a group they reflect important developmental characteristics that have major implications for those agencies that seek to serve them.

Whereas from intellectuality and social development, Harmer (2007: 83-84) states that adolescence is bound up, after all, with a pronounced search for identity and a need for self-esteem; adolescents need to feel good about themselves and valued. Moreover, peer approval may be considerably more important for them than the attention of the teacher. They have a strong need to belong to a group, with peer approval and may be easily to be encouraged. In the class, they may be disruptive. Beside they need self-esteem and peer approval to provoke from being disruptive, the boredom they feel may also make them cause discipline problems.

In addition, there are some characteristics of adolescents from Brown (2007:106-107) that can be considerations in teaching them; (1) intellectual capacity that adds abstract operational thoughts around the age



of 12, (2) attention spans are lengthening as a result of intellectual maturation, (3) varieties of sensory input are still important, (4) factor surrounding ego, self-image, and self-esteem are at their pinnacle, and (5) becoming increasingly adult-like in their ability to make those occasional diversions from 'here and now' nature of immediate communicative contexts to dwell on grammar point or vocabulary item.

In conclusion, adolescents are an age of transition from children to adults. They have different characteristics whether physical, intellectual, or developmental, those need special attentions. However, that if they are engaged, they have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them.

#### **d. Teaching writing in Junior High School**

Teaching writing in English as a second language is not surprisingly coincided with those of the teaching of other skills, especially listening and speaking. In teaching communicative language, the teachers learn more and more about how to teach fluency, not just accuracy, how to use authentic texts and contexts in the classroom, how to focus on the purposes of linguistic communication, and how to capitalize on learners' intrinsic motives to learn (Brown, 2007: 390).

Hyland (2002: 76) states that writing is learned rather than taught, and the teacher's best methods are flexibility and support. This means responding to the specific instructional context, particularly the age,

first language and experience of the students, their writing purposes, and the target writing communities, and providing extensive encouragement in the form of meaningful contexts, peer involvement, prior texts, useful feedback and guidance in the writing process.

In this case, the teachers have some roles to support the students in the writing process. According to Harmer (2007: 330-331), there are some important roles of the teacher such a motivator, a resource, and a feedback provider. As a motivator, the teacher motivates the students by creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make efforts for maximum benefits. As a resource, the teacher should be ready to supply information and language where necessary. Then, the teacher should give responses positively and encouragingly to the content of what the students have written, as a feedback provider.

In Indonesia, English in Junior High School is targeted to make the students reach the functional level which is to communicate in oral or written language to solve the daily problem. In addition, based on the standard of competence of English lesson in KTSP 2006, teaching writing in junior high school is focused on expressing meanings (interpersonal, ideational textual) in many kinds of interactional written texts and monolog especially in the form of descriptive, narrative, spoof/recount, procedure, report, and anecdote to interact with the surrounding. Whereas, according to the basic competency of writing, the grade VIII students

of junior high school are expected to be able to express meanings by using steps of right rhetoric development in written texts especially in the form of narrative, descriptive, recount, and anecdote. In particular, the standard of competence of writing skills for the grade VIII students of Junior High School is to express the meaning of written functional texts and simple short essays in the form of descriptive, narrative, and recount to interact with the surroundings. The description of the standard competence and the basic competency is presented in the following table.

**Table 1: The standard of competence and basic competency of writing for grade VIII in the second semester.**

Standard of competence	Basic competency
<b>Menulis</b> <i>12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar</i>  (12. Expressing the meaning of written functional texts and simple short essays in the form of recount and narrative to interact with surroundings)	<i>Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</i>  (Expressing meaning in the form of simple short functional text using various written language accurately, fluently, and acceptable to interact with surroundings)  <i>Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative</i>  (Expressing the meaning and rhetorical steps of simple short essays using various written language accurately, fluently and acceptable to interact with surroundings in the form of recount and narrative texts)

In conclusion, the students of Junior High School are expected to be able to communicate in English well in both oral and written language. They are expected to be able to comprehend and express the meaning of simple transactional and interpersonal conversations, short functional and monolog texts, simple functional texts and short essays in the form of descriptive, procedure, narrative, recount and report. Meanwhile the second year students are expected to be able to comprehend and express the meaning of simple transactional and interpersonal conversations, short functional and monolog texts, simple functional texts and short essays in the form of descriptive, narrative and recount.

### **3. Peer Response**

#### **a. The nature of peer response**

Peer response is also called peer review, peer revision, or student feedback. Peer response is a viable technique among writing teachers in L2 writing classrooms. Through the peer response, students can gain more effective comments from a collaborative learning process to incorporate the written commentary into their subsequent drafts. Whereas it adopts a positive stance on the scaffolding of writing and plays a vital role in revising papers.

Murcia (2001: 228) defines peer response as "...the idea of having students read and/or listen to teach others' papers for the purpose of

providing feedback and input to each other as well as helping each other gain a sense of audience.”

It is a technique used in writing class. Students are assigned to write a composition or essay when they finish their writing work; and exchange their writing with their peers. The peers read and make comments on the writing first draft so that those students can improve their own written work (Nelson & Murphy, 1993). It can be used either in the forms of pairs or small groups.

It is a way of giving feedback to students. Feedback itself is defined as any comments or other information given to students in order to assist them on learning tasks or tests (Richards & Schmidt, 2002: 199). The role of feedback is to assist students to solve their problems in doing tasks/tests. Ferris (2003:85) argued that feedback from both teachers and peers may impact the revision process and writing quality, but possibly in different ways.

Its importance is that students give comments to other students on their writing drafts so that the students may get a role of audience and work toward improving their writing works. It is a pedagogical cooperative learning technique commonly associated with teaching of writing using the process strategy, in which students provide feedback on their friends' written drafts, receiving the comments to improve their own writing in return (Nelson & Murphy, 1993; Paulus, 1999 in Kitchakarn 2009).

According to Liu and Hansen in Kitchakarn (2009), peer response is the way of interaction between students to share or exchange information with each other. Peer response plays an important role in writing. Peer's comments can lead to the meaningful source of information in the revising stage. Peer's comments from revision can be used to develop vocabulary, organization and content of writing. Writing teachers used the peer response to encourage students to revise their writings.

The definitions above show that peer responses is a way of collaborative learning in which students respond to one another's work of writing. The responses can be a comment to help another students get a better development in writing process.

#### **b. Importance of Peer Response**

Peer response, in Indonesia, is one of the new methods in teaching-learning English in which is still rarely to apply. Yet, it is actually important to improve students' capability in English, more in writing because it gives many benefits.

James (1981: 48-50) and Grimm (1986: 91-94) as quoted by Reid (1993:207) state that one of the greatest benefits of peer response groups is the immediate presence of the real-world readers. Researcher of both NES and ESL writing have demonstrated that, with carefully designed and implemented peer response groups, the concept of audience provided by peer response allows writers to think

not just about readers as readers but also to actually read the text through the eyes of potential readers, trying to judge the meaning these readers would make. As a result, students begin to adopt the perspectives of their audiences and to comprehend their text.

Moreover, Lui and Hansen in Kitchakarn (2009:74) supported the peer review for several reasons. First, the students have another reader for their written work, not only the teacher. Secondly, when students make errors they do not detect in their own work, they can avoid penalty. Thirdly, while evaluating other students' papers, they can improve their ability to judge their own writing.

Kitchakarn (2009:75) also states that in the revising stage of the writing process, it requires various types of activities responding to students' written work including peer feedback or peer response. Feedback from the readers plays an important role for improving writing. Any suggestions got from the readers can reflect on the writers' performance, leading to writing improvement.

Ferris (2003:70) adds that from these theoretical perspectives, a number of practical benefits of peer response for L2 writers have been suggested by various authors:

- 1) Students gain confidence, perspective, and critical thinking skills from being able to read texts by peers writing on similar tasks.
- 2) Students get more feedback on their writing than they could from the teacher alone.

- 3) Students get feedback from a more diverse audience bringing multiple perspectives.
- 4) Students receive feedback from non-expert readers on ways in which their texts are unclear as to ideas and language.
- 5) Peer review activities build a sense of classroom community

In addition, the researcher concluded that the peer response is a student-centered, active learning strategy that increases student engagement in the course. More benefits of peer response are listed below.

- 1) Student authors:
  - a) Refine their ideas as a result of the feedback they receive.
  - b) Focus on writing as a process that emphasizes editing and revisions.
  - c) Develop a better sense of audience.
  - d) Improve their work before it's submitted for grading.
  - e) Are motivated to produce high-quality work, since they know their peers will be critiquing it.
- 2) Student reviewers:
  - a) Gain insights about their own work from reading other assignments.
  - b) See other approaches to an assignment or perspectives of an issue.
  - c) Become familiar with important aspects of the assignment as they use the rubric or criteria to perform the review.
  - d) Improve their ability to read a paper critically.
  - e) Strengthen their communication skills, especially in respect to critiquing and providing feedback.



f) Gain knowledge of a wider variety of course topics.

In brief, peer response technique gives many benefits for teaching-learning of writing. Beside to make the students think as the real writers, it also makes the students think as the potential readers. The students can measure their capability in writing and describe the mental processes when they write.

**c. The Implementation of the Peer Response in Teaching Writing**

The implementation of the peer response in teaching writing needs more preparation. Those preparations, however, should be understood by the teacher and the students as the main elements who are involved directly in the classroom.

Murcia (2001:228) states that one way to guide peer response is the teacher should provide a short list of directed questions that students address as they read their own or other students' paper. A first exercise can involve giving students a short checklist of attribution to look for in their own papers, such as checking for a particular rhetorical feature such topic sentences or checking no irrelevancies. Then, the checklist is submitted to assume responsibility for reading over. Next, students can be trained to read and respond to other students' paper by reviewing on essay written by a student in a previous class and working through, as a class, a peer response sheet that ask a few specific

questions to elicit both general reaction to the paper and suggestion to improvement.

Flash (2008) proposes a simple guide of implementing peer responses in the writing class. First step is writing the draft. The students are asked to write the draft<sup>1</sup> and to distribute to their peer. The second step is peer workshop. It means that the students give comments or critics to their peer's first draft with a guideline sheet(a sample). The last step is revising. The students write the final draft from the draft 1 based on the memo or comments from their peer.

In its application Ferris (2003) also explained that careful planning by the instructor is the key variable to the success or lack thereof of peer review sessions. He adds that the researcher or the teacher have to give students peer feedback forms with questions that are clear and specific and that require students to be specific (not just answering “yes” or “no”) and both positive and constructive. He shows the guidelines for the peer response in the L2 writing class:

1. Utilize peer feedback consistently.
2. Explain the benefits of peer feedback to students.
3. Prepare students carefully for peer response.
4. Form pairs or groups thoughtfully.
5. Provide structure for peer review sessions.
6. Monitor peer review sessions.

7. Hold students responsible for taking peer feedback opportunities seriously

In doing peer revision, students have an opportunity to discuss and construct ideas about the content of their writing, and help other students in developing writing skills. The students are also aware of their problems in writing through talking with peers with similar problems. Benesch (1998) stated that membership in a peer response group entails three interrelated spheres of learning: the first is learning to write, the second is learning to respond to writing, and the third is learning to collaborate.

In order to give students a sense of what they should eventually be aiming for, teachers can devote some class time for modeling. Modeling of good response can be done through the whole class-feedback to the teacher's drafts as the teacher lets the students know how their responses would or would not be helpful to them in revising, as well as through the teacher's written comments on their students' drafts.

One advantage of whole class-practice is that students, who have often had little experience with responding to writing, can experience with responding to writing, can experiment with different types of response and then get immediate feedback on the effectiveness of their comments.

The teacher's role is to monitor the interactions taking place in the groups and to intervene in two ways: through on-going modeling of effective feedback and through guiding discussion about what is taking

place in the groups and what changes might be desirable in the kinds of feedback being exchanged.

In brief, conducting peer responses in teaching writing needs more attention because this method is quite new for the students. Thus, the teachers should have more preparation first. The teacher should lead naturally by providing guidelines for the students to give responses for other's work. At the end of the class, the students are expected to revise and rewrite their writing as suggested by their friends.

## **B. Relevant Studies**

There are several relevant studies which had been conducted to find out the effect of peer response on the students' writing. The results of those studies are presented below:

The first is Hamed (2012) who conducted research on the effect of peer reviewing on writing comprehension and essay writing ability of prospective EFL teachers. The result shows that peer reviewing had a positive effect on developing participants' essay writing ability.

Costello (2009) said in his study that his classroom research confirmed what the literature suggested, that any form of peer response positively influenced the quality of student writing. However, the students' feedback and final draft grades also revealed that when and how peer response is implemented can limit or enhance the amount of improvement. In addition, peer response can be a valuable

tool in exposing high school students to the challenges of developing and analyzing strong and effective support.

The next is a study conducted by Widiati (2002). The findings of her study suggested that significant changes were obtained in all questionnaire items regarding attitudes toward peer response. The students indicated that classmates' oral and written comments helped them enrich the content of their writing, improve the organization of their writing, and improve the language (including grammar and vocabulary) of their writing.

Then, Al-Jamal (2009) also conducted a study investigating the use of the peer response as a technique in improving student's writing skill. The result of his study showed that the peer response technique affected the participants' attitudes positively in a way that enhanced the development of their writing skill.

In addition, Tang and Tithecott (1999) find some positive results in their research on the value of the peer response. First, students are engaged in the socio-cognitive activities of reading, evaluating, pointing to trouble sources, writing comments, and discussing task procedures. Second, some students used feedback from peer response sessions in revising their essays. Third, both less and more proficient students benefited from peer response sessions.

The studies described above give support to the researcher's believe that the peer response can improve students' writing ability. Compared to the previous studies, the researcher's action research focuses on its implementation to improve the writing ability of grade VIII students.

### **C. Conceptual Framework**

The research began with finding some problems in English teaching of writing in the field. The identified problem was the low writing ability of the grade VIII students at SMP 3 Berbah. Review of related theories and relevant studies have been presented above as references dealing with the problem. This section will present the conceptual framework of the research study.

Writing is a written product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise the text for clearer meaning, how to edit the text for appropriate grammar, and how to produce a final product. To achieve those specialized skills, the students need feedback as a form of assistances for them to write clearly, fluently, and accurately. In addition, they also need sharing and receiving the feedback when they have accomplished the first draft and want to continue the draft.

The teacher has to choose an appropriate technique which allows the students sharing and receiving the feedback from the teacher or the classmates in the writing process. In fact, they will be more comfortable when they share it with the peers. One of the techniques which are suitable with the explanation above is the peer response technique.

From the theoretical review at the previous section, it can be seen that the peer response contributes to students' writing development. To be good writers, students, in writing their composition, definitely need meaningful response to

their writing process and composition. It is believed that students will get meaningful response when it comes from their peers.

It can also be seen that applying the peer response in the writing process creates a situation where students can discuss with peers and share what they are thinking about. The situation creates opportunities to work collaboratively and respond to other works. It also optimizes the writing process and provides opportunities for peers to practice evaluating their own written text and that of others. The technique will also encourage students to provide useful response to their friends in the form of comments and revision. The comments and revision from the peers will help them enrich the content of their writing, improve the organization of their writing, and improve the language (including grammar and vocabulary) of their writing.

Since the peer response provides activities in which students learn to give useful comments/suggestions and to respond to any comments/suggestions from their peers, it increases the sense of confidence of the students through collaborative and friendly dialogues, and promotes negotiation between two sides. It maximizes students' writing activities and classroom interaction. Thus, it promotes student-centered learning in the writing class. This learning makes students become creative. They share ideas with one another and get more knowledge of writing by editing their own work and others' work. This technique encourages students' motivation in writing.

In fact, based on the observation at SMP 3 Berbah, the researcher found some problems in students' writing skills. The students still have problems in

generating ideas, organizing texts, grammar and vocabulary and the mechanics. They often make mistakes in those things. They also have low motivation in writing since the teacher did not use suitable technique to teach. In addition, based on the interview with the students, the feedback they got in writing activity is very limited since the teacher only gave them infrequent and the whole class-feedback so that it cannot cover all students. Those are the reasons why the students feel it difficult to master the writing ability. Therefore, the teachers should find an effective way of teaching writing to solve the problem. Finally, based on the explanation above, the researcher and the English teacher as the collaborator agree that the peer response can improve the writing ability of grade VIII students at SMP 3 Berbah.



### **CHAPTER III RESEARCH METHOD**

This chapter presents the method that was used in this research. It consists of the explanation about type of the research, setting of the research, subjects of the research, instruments of the research, data and technique of collecting data, techniques of data analysis, validity and reliability and procedure of the research. Each of them will be presented below.

#### **A. Type of the Research**

This research uses the principles of action research. It is used to find and implement actions to improve the writing ability of grade VIII students at SMP 3 Berbah. According to Burns (2010), action research is research in which the researcher uses taking a self-reflective, critical, and systematic approach to explore teaching context. Being critical, the researcher looks for problems in teaching process to be solved or elements in teaching process that can be done better. Therefore, action research is not only solving problem but also improving matters.

Action research begins with the practitioners or the researchers becoming aware of what problem in the field and how they might act to solve the problem. The researcher directly participated in the research in order to solve the problem or bring improvement. In this case, the researcher actively participated in improving the writing ability of grade VIII students at SMP 3 Berbah. It is important to be note that the improvements or changes are based

on the information gathered by the researcher and not on hunches and assumption. In other words, action research cannot be done randomly but based on factual information.

Since the nature of action research is collaborative, the researcher did not work alone. He collaborated with the English teacher to improve the way to teach writing to the grade VIII students of SMP 3 Berbah through the peer response. The researcher and the collaborator worked together conducting the research starting from: identifying the collected problems, planning and carrying out the actions and doing the evaluation and reflection of the actions implemented. Changes could happen not only to the students but also the researcher and the teacher.

The steps in action research are thematic reconnaissance, planning, action and reflection. After identifying the problems, the researcher made a plan to be implemented in the action step. Once the action had been done, the researcher evaluated and reflected on the results. Those steps formed a cycle. The number of the action is based on whether the problems have been sufficiently solved. According to Burns (2010), the research design can be illustrated as follow.

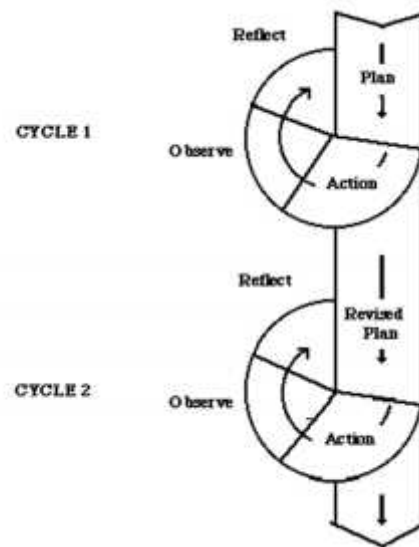


Figure 1: **The Model of Action Research Cycles from Kemmis & McTaggart (1988) in Burns (2010: 9)**

In addition, the character of action research is small-scale, contextual and local. It is small-scale because in doing action research, the researcher usually only involves few participants. The teaching-learning process is contextualized in order to achieve the aim of the research. It is local since the researcher identifies and investigates the teaching-learning issues within a specific social situation, a school or classroom.

## **B. The Research Setting**

There were three settings of this research. They were the place setting, learning setting, and time setting.

### **1. Place setting**

The research was conducted in SMP 3 Berbah. The researcher chose the school since when he conducted observation, there were some problems in the teaching learning process especially in writing.

The school is located in Berbah district in Sleman regency in the province of DIY. The school is far from the town and in the middle of fields and villages. There were a computer laboratory, a language laboratory, a science laboratory, a library, a mosque, a teachers' office, a principal's office, some canteens, a guidance and counseling room, an administration office, a health room, , and 6 toilets. The school building is good and large enough with comfortable classrooms in its size, lighting, facility and environment surroundings.

The school has three English teachers; two of them are non-civil servant. It has 12 classrooms with 4 classrooms for each grade. Every classroom is comfortable enough for teaching learning process. It has enough space in front and behind the students' seats. In each classroom, there is an LCD-Projector and a whiteboard.

Grade VII consisted of 120 students, grade VIII consisted of 124 students and grade IX consisted of 130 students. Therefore, the total number of the students was 374 students. SMP 3 Berbah has 25 teachers, 5 employees and 2 guidance and counseling teachers.

## **2. Learning Setting**

Teaching and learning process in SMP 3 Berbah is based on the KTSP 2006. The subject of the research is class VIII D which consists of 22 students.

For Grade VIII student, in a week, the English lesson is scheduled in three sessions in a week. For class VIII D, the English lesson is on Wednesday at 08.20, Thursday at 08.20 and Saturday at 10.50. Each meeting will be in two hours lesson (2 x 40 minutes) except in Thursday there will be only one hour lesson. However, the researcher only took two meetings a week in order to avoid students' boredom.

The English teacher used a course book accompanied with an LKS. In the teaching-learning process in the classroom, the English teacher focused more on the reading skill. He seldom asked the students to write.

In addition, the students of 8<sup>th</sup> grade are in ages between 13-14 years old. The students are in low level of elementary. They have similar cultural background that is having Javanese as their first language.

### **3. Time Setting**

The research was held in January to April 2014 including the observation, planning, and the implementation of the use of peer response to improve the writing ability of grade VIII students at SMP 3 Berbah. The research was conducted in the second semester of 2013/2014 academic year. The English teaching and learning process was conducted twice a week on Wednesday and Saturday.

### **C. Participants of the Research**

The participants were the researcher in collaboration with all the research members. They were the school principal, the English teacher, the researchers, and the students of SMP 3 Berbah; especially the students of class VIII D in the academic year of 2013/2014. The research involved all 22 students of class D grade VIII.

The English teacher of grade VIII was also involved in this research. The English teacher participated in this research as a collaborator. The teacher observed the research, gave information in the thematic reconnaissance step, gave opinions about the plans that were implemented and the implementation of peer response in the teaching-learning process. The collaborator also became the second rater for students' score.

### **D. Instruments of the Research**

The instruments used in this research are presented below.

#### **1. Interview Guideline**

The interview guideline was used to interview the English teacher and the students during the research. The interview was done in the reconnaissance and action steps.

#### **2. Observation Checklist**

The observation checklist was used to check the application of peer response in the teaching and learning process. The researcher and

collaborators put mark to the statements of writing processes which had been done.

### 3. Writing Tests

Students' writing tests were used as the instrument to get the information about the students' writing ability after the peer response was applied. The tests could inform whether there was improvement of the students' writing ability after implementing the peer response.

## **E. Data and Technique of Collecting Data**

There were two types of data in this research. They were qualitative and quantitative data. The qualitative data were the description of the process during the action. They were obtained by interviewing the English teacher and the students of class VIII D, observing the teaching and learning English process in class VIII D, and also the documentation. The results of the observation were in the form of field notes. The data from the interviews were in the form of interview transcripts. Meanwhile, the photograph documentations were to support the data mentioned previously. Those were also supported by student's writing task submitted back by the researcher.

Besides, the quantitative data were the result of the students' writing before, and after the action. It was a kind of writing test to see the difference of students writing before and after implementing the technique. It included a pre-test that was done to get the score of the test before the treatment. Later on, there was a post-test to obtain the score of the students' writing after the

treatment. It was not only to see the improvement of students writing scores, but also to see their improvement inside their writing composition.

In the reconnaissance step, the researcher observed the learning process of the class together with the collaborator to get information related to the English teaching and learning process. The researcher also interviewed the English teacher and the students to know more about the difficulties happened in the teaching and learning process.

In the planning step, the researcher had a dialogue with the English teacher as the collaborator to decide what kind of technique to apply in order to solve the problems, here, to improve the writing ability of grade VIII students in the school. To achieve the democratic and process validity of the study, the researcher asked for the collaborator's opinion and suggestion.

The next step was action and observation. The teaching was done by the researcher, while the observation was conducted by the collaborator. To achieve dialogic and outcome validity, besides the observation, some interviews were conducted after the implementation. The researcher interviewed the English teacher and the students about the implementation of peer response to improve the students' writing ability.

After the action step was done, the researcher reflected on the results of the action. The results of the students' writing were evaluated together with the collaborator. What was improved and what to be improved in the next cycle were discussed with the English teacher as the collaborator. The researcher used documentation to record the students' activities in producing the written



texts. The process of documentation in the implementation was done by the collaborator. Content and outcome validity were expected to be achieved in this process.

#### **F. Technique of Data Analysis**

The data collected were qualitative and quantitative. To analyze the quantitative data, the researcher referred to the stages of the data analysis suggested by Burns (2010). Analyzing data of action research is a continuing process of reducing information to find explanations or patterns (Burns, 2010).

##### **1. Assembling the data**

In this step, the researcher collected the data and the reflections related to the data. After that, the researcher reviewed the initial and or his revised questions and looked for broad patterns, ideas or trends that seem to answer the questions from the data.

##### **2. Coding the data**

In the second step, the researcher coded the data into more specific patterns or categories. The researcher also identified which data could be coded qualitatively and which data could be coded quantitatively.

##### **3. Comparing the data**

After coding the data, the researcher compared the categories or patterns across different sets of data, for example interviews compared with surveys, to see whether they showed the same thing or whether there were contradictions.

#### 4. Building meanings and interpretations

In this step, the researcher thought deeper about what could be seen from the data by reflecting beyond the immediate surface details. The researcher also looked for more abstract ‘big picture’ concepts and not just step-by-step descriptions of what had been found. Questions were posed, connections were identified, and explanations about what the research meant at the broadest level of the researcher understanding of it were developed in this step. Then, the researcher refined his own ‘personal theories’ about the meanings of the research.

#### 5. Reporting the outcomes

The last step was reporting the outcomes. Here, the researcher thought about how the research and the findings would be presented to others and how to organize the whole process of the research from the beginning to the end not merely the analysis and the findings.

Meanwhile, the quantitative data from the writing test are analyzed by using descriptive statistics in form of mean. The descriptive statistics aimed at providing answers about the students’ learning achievement before and after applying the peer response by comparing the means of the writing tests. The statistics used in the computation are the mean which is the average score attained by the subjects of the research. From the results of the writing test, the students’ progression level is identified.

## **G. Validity and Reliability of Data**

Data obtained from the research must be valid and reliable. The researcher used the Anderson's validity to see the validity of the data. Based on Anderson in Burns (1999:161-162), there are five validity criteria that can ensure the validity of action research. They are: (1) democratic validity, (2) outcome validity, (3) process validity, (4) catalytic validity and, (5) dialogic validity. They are explained as follows:

### **1. Democratic validity**

Democratic validity is related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher interviewed the students of VIII D and discussed with the teacher to find out the students' problem in writing. In the interview and discussion, the stakeholders were given chances to express their ideas, opinion and attitudes toward the problems faced, whereas the focus was to look for the solution of the problems. The interview was conducted during the research.

### **2. Outcome validity**

Outcome validity is related to the notions of actions leading to outcomes that are successful within the context. The achievement of the outcome involved not only problem solving but also appearing new questions in the related research (Madya 2006: 40). To get the outcome validity, the researcher put back the problems at the VIII D students of SMP 3 Berbah in a scheme in order to make new questions. The researcher did it while doing the

reflection in the end of the action. This research was expected to solve some problems, those are writing skills, classroom interaction, and confidence in writing. The outcome validity is related to the process of the action.

### **3. Process Validity**

Process validity is closely related to the reliability and competency of the researcher itself. To get the process validity, the researcher collected the data by doing observation, and notes during the actions. The researcher observed the teaching and learning process by using observation checklists and field notes, interviewed the students, and had discussions with the English teacher, and the collaborator.

### **4. Catalytic validity**

Catalytic validity is related to the extent in which the research could allow the participants to understand the social context. To achieve this validity, the researcher asked the students and the teacher's response after the implementation of the actions.

### **5. Dialogic validity**

Dialogic validity means that the stakeholders could participate in the process of the research (Burns in Madya 2006: 44). To fulfill this validity, the researcher asked the teacher to act as an observer who observed and reported the students' reaction during the teaching and learning process.

Those explanations were about the validity. Meanwhile, the reliability is related to the trustworthiness which was obtained from the triangulation technique. The reliability of the research was obtained by giving the genuine

data such as the field notes, interview transcripts and other records. The researcher used three of triangulation by Burns namely time triangulation, investigator triangulation, and theoretical triangulation. The aim of triangulation is to gather multiple perspectives on the situation being studied. Each of them is explained below.

#### 1.) Time triangulation

Time triangulation means that the data are collected over a period of time or at one of time. It was done to get a sense of what factors are involved in change processes. In this research, the researcher conducted the action from 8 January 2014 until 8 February 2014.

#### 2.) Investigator triangulation

Investigator triangulation needs more than one observer in the same research setting. It helps avoid observer bias or subjectivity and provides checks on the reliability of the observations. In the research, the researcher invited the English teacher as the collaborator to observe and give notes to the students and compared with researcher's notes.

#### 3.) Theoretical triangulation

Theoretical triangulation means that the data are analyzed from more than one perspective from some theoretical review. In this research, the researcher reviewed theories from some relevant books and journals.

## **H. Procedure of the Research**

According to Burns (1999), action research processes involve many aspects such as exploring, identifying, planning, collecting information, analyzing and reflecting, hypothesizing, and speculating, intervening, observing, reporting, writing, and presenting. Therefore, the model used in action research should be adaptable, according to how researcher' personal ideas and theories about what is happening in the classroom are developing. The cycles in action research also should be successive and open, and allow for as much as feedback and interaction between the cycles as possible. In action research, researchers to be creative and spontaneous as had been proposed by McNiff (1988) in Burns (2010).

Therefore, the researcher used the model of action research which is proposed by Kemmis and McTaggart (1988) in Burns (2010: 9) with little modification. In this research, there were four steps done in a cycle. The steps were reconnaissance, plan of action, action and reflection. Each step is described as follows.

### **1. Reconnaissance stage**

In this stage, the researcher observed the writing teaching and learning process of grade VIII students at SMP 3 Berbah. The aim of the observation was identifying the crucial factors in the writing teaching and learning process and the problems that occurred. The data are about obstacles and weaknesses in students' writing. After doing the observation, the researcher did interview with the English teacher and the students to get more information and deepen

understanding. Based on the observation and interview, the researcher then formulated the problems that occurred in the writing teaching and learning. The problems were selected by the researcher opinion, obstacles, and weakness. The urgency and the important were also considered to formulate them.

## **2. Plan of action**

After identifying and selecting the problem found in the reconnaissance stage, the researcher made a plan of actions to solve the problem. This step aimed at finding the strategic plan to solve the problem. In this case, the researcher and the English teacher as the collaborator agreed to use peer response to improve the writing ability of grade VIII students at SMP 3 Berbah. Together with the teacher, the researcher discussed and prepared the technique, teaching material and instruments to collect the data. The lesson plan was prepared based on the curriculum and the syllabus from the school.

## **3. Action**

After planning the actions, the researcher and the collaborator implemented the actions in the teaching and learning. The action was conducted until the improvement has been achieved. The action was done in two cycles with three meetings for each cycle. During the actions, the teaching and learning processes were observed by the researcher and the collaborator. All emerging and detected activities in the classroom during the implementation of the actions were recorded and documented. The changes

and obstacles of the students' involvement will be written in the field notes with the result to be evaluated in the next step. The researcher and the collaborator obtained data observations which were in the form of description of the process during the action, interview transcripts, observation checklists and students' writing tasks and the result of the students' writing tasks.

#### **4. Reflection**

The last part of the process was reflection. After the action complete, the researcher and the teacher reflected on the action implemented in the teaching-learning process. It was done by discussing the result of the implemented action. Evaluation was done after each cycle was completed. In this step, the researcher and the collaborator analyzed the problems and the improvement occurred in the action and determined the solution of the problems to make the teaching and learning process better in the next cycle. The result of the discussion determined the successfulness of the action. If the actions are considered successful, they were continued to the next action. However, if the actions are unsuccessful, they were recycled with some other improvement.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents a discussion on how peer response was conducted through cycles to improve students' writing skills. It explains the research conducted in Cycle 1 and Cycle 2. Each cycle was conducted in three meetings. It consists of the reconnaissance step, planning, action and observation, and reflection. This chapter also presents the result of the research in the form of qualitative and quantitative data. The details of the research processes are presented below.

#### **A. Reconnaissance**

Before conducting the research, the researcher, at first, identified the problems dealing with the English teacher, students, and the teaching and learning process especially in teaching writing. After that, the problems were selected and some problems were chosen to be overcome. Finally, the actions to overcome those problems were determined. Each step in the reconnaissance stage is explained below.

##### **1. Identification of the Problem**

This research was started by gathering the information dealing with the teaching and learning of grade VIII in SMP 3 Berbah. To gather the information, the researcher interviewed the English teacher and the students. He also observed the teaching and learning process and conducted a pre-test. From the interview, observation and also pre-test, the researcher found some problems as follows.

Table 2: The Field Problems in VIII D Class SMP 3 Berbah

No.	Problems	Categories
1.	a. The teacher focuses on reading and speaking (UN material) b. The teacher only follows the tasks and activities available in the course book	The teacher's learning style
2.	Students have low motivation and lack confidence in learning English	Students' conditions
3.	a. Most of the students were noisy and chatting with their friends in learning process b. Teacher is unable to cover the whole class to give feedback to the students	Interaction in the class
4.	Having problems in developing ideas and using the text organization, correct grammar, vocabulary and mechanics	Students' writing skill
5.	Most of the students like cheating friends' work or only copying from books	Students' writing habit

The following interview with the English teacher reveals some of the problems.

=====

R : *Oo, jadi baru ya itu Pak, terus untuk writing nya sendiri gimana Pak, ada nggak sih Pak kesulitan yang dialami, kayak problemnya gitu?*

(So, what about the writing itself Sir, **is there any difficulty or problem?**)

ET : *Ya kan emang kami fokuskan ke materi buat UN ya mas, ya reading dan speaking, jadi writing tu emang tidak terlalu, trus writing kan itu juga emang yang paling susah dibanding yang lain. Kalo writing nya ya sebetulnya kan yang diajarkan itu simple ya mas, kan harus sesuai yang diujikan di UN kalo writing ya mengubah kata menjadi kalimat, kalimat menjadi paragraph, ya ada yang sudah bisa mengikuti tapi ada beberapa kayak yang tadi anak yang duduk dibelakang itu sama depannya itu ya itu agak lemah. Tapi secara umum ya kayak vocabulary mereka itu mas, terus yang paling kelihatan ya biasa lah mas, grammar nya sering kebalik-balik ngono kae.*

**(We focus on the material for UN; reading and speaking. We only take little emphasize on writing. It is also the most difficult skill. For writing, it is actually simple, based on the UN guideline, writing is about transforming words into a sentence, sentences into a paragraph. Some of them had been able to follow the lesson. Yet, some others, like the students sitting on the back and in front of them, are weak. Generally, their problem is on the vocabulary; they often arrange the structure of the sentences incorrectly.)**

R : *Oo, nggih nggih Pak, terus kalo koreksi yang biasa bapak berikan biasanya gimana Pak.*

**(Okay Sir. So, how was about your usual correction?)**

ET : *Ya kayak tadi itu lho, kan kalo langsung satu persatu kan lama ya dan susah juga, jadi ya biarkan mereka jalan dulu lha pas terakhir saya koreksi yang salah-salah gitu, jadi yo emang ga bisa semua sih.*

**(It was just in the previous lesson. If we did it directly one by one, it will take time and also be difficult to do. So, I will let the presentation flow; and at the end I will give correction only on the mistakes. It surely difficult to cope all of them)**

(Interview T1)

=====

The problems were also revealed from the interview with the students and from the pre-test. During the interview, the students told the researcher that they felt bored in the teaching learning process. For writing they were only asked to re-arrange sentences, arranging jumbled words or jumbled sentences and make sentences based on pictures. They also said that they preferred doing exercises in the reading lesson instead of writing because it was difficult. Beside from the interview with the English teacher and the students, the researcher also found the problem during the observation and pre-test. During the lesson, many students were busy talking to their friends or disturbing their friends.

The following is an interview transcript which shows students' difficulties in learning English.

=====

R : *Oo gitu ya, berarti kalian suka dong sama pelajaran bahasa Inggris?*

(Okay, it means that you like the English lesson, right?)

S1 : *Suka ga yo, biasa sih Mas.*

(Do I? Just so so.)

S2 : *Yo gak terlalu suka Mas nek aku.*

**(I don't really like it, Sir.)**

R : *Lho kenapa?*

(Why?)

S2 : *Lha susah je,*

**(It's difficult.)**

S1 : *Iyo sih susah,*

**(Yes. I think so.)**

.....

R : *Ya suka gak? Kalo pas bahasa Inggris pelajarannya writing..*

(I asked you do you love the English lesson.)

S1 : *Nek aku ketoke ra patek seneng Mas..*

**(I think I don't like it.)**

S2 : *Nek writing i jarang yo Mas,*

**(The teacher was rarely teaching writing.)**

R : *Oo, iya to, misal disuruh nulis kayak tadi tu, jarang?*

(Really? So he was rarely to ask you writing a text?)

S2 : *Jarang yoo, ra tau malahan..*

**(Yes it was. We even never got it.)**

S1 : *Biasane itu yo, mung ng buku kae lho, opo sih jenenge..*

**(Well, usually, we just did the task on the the books...em, what can I say..)**

S2 : *Kae lho Mas, sg nyusun-nyusun ngono kae..*

**(It was a kind of arranging something like that..)**

R : *Oo, misal nyusun kalimat menjadi paragraf gitu ya.*

(It's like arranging sentence to be a paragraph, isn't it ?)

S1 : *Nha ngono kui, karo nglengkapi-nglengkapi ngono kae, ngisi teks opo kae, teks rumpang ngono kae lho..*

**(Yups, right, and also kind of completing, such as fill in the blank of text, filling gaps. It's just like that)**

.....

R : *Lha iku gimana materi yang diberikan Pak Guru? Dikasih contoh dulu atau gimana?*

(Yes. What was about the material given by the teacher on it? Did he give an example first or how? )

S2 : *Iya Mas, dikasih contoh dulu,*

- (Yes. We got the example first.)
- S1 : *Podo ng buku kae lho Mas, enek contoh trus yo pokoke trus nggarap task ng buku kae.*  
**(It just was like the task on the book, Sir. There was an example, and then we did the tasks on the book.)**
- R : *Oo, gitu yaa, oke trus ada kesulitan ga di pembelajaran writing?*  
 (Okay. Is there any difficulty in the learning process of writing?)
- S1 : *Ada lah, sulitnya gimana yo,*  
**(Yes, it is. Let me think.)**
- S2 : *Kita kurang dong juga og Mas, kan sering gojek kae lho..*  
**(We don't understand anyway, Sir. We used to joke in the class)**
- S1 : *Iya Mas, trus apa itu kayak kosa kata itu juga, bahasa inggris e misale suatu kata I opo gitu lho, susah.*  
**(I think so. It's also the vocabulary. Translating Indonesian word into English is difficult.)**
- S2 : *Trus opo meneh yo, tenses, opo sih jenenge, iyo to.*  
**(And then the tenses. Is it?)**
- R : *Apa ? yang grammar? Yang misal pake verb 2 nya gitu?*  
 (Is that grammar? Is it like the one using verb 2?)
- S2 : *Ya kayak gitu Mas.*  
**(Yes. Something likes that, Sir.)**
- R : *Oke, kalo koreksi dari guru, misal ngasih feedback gitu ga?*  
 (Okay, so what about the correction from the teacher? Had he ever given like a feedback? )
- S1 : *Ha?*  
 (Pardon?)
- R : *Maksudnya ngasih tau misal ini kurang tepat harusnya gini, gitu?*  
 (I mean, for example, the teacher told you that the one is incorrect and he showed you the correct one. Had he ever done it?)
- S2 : *Ya lumayan jarang sih,*  
**(It was rare anyway.)**

(Interview S2)

=====

During the pre-test, although they were already given some topics, the students were still confused of what they would write. They also did not directly write when the researcher asked them to write. They kept talking to their friends. There were also some students who tried to cheat or copy their friends' work. From the students' writing, the researcher found that some of the students only wrote some sentences

and did not fulfill the requirement. There was a student who copied a text from a book. Some others had nearly the same writing. Some students used some words repeatedly. There were also mistakes in word choices. Their writings also had many mistakes in the punctuation, capitalization and the spelling. The result of the pre-test showed that students' scores varied. By using Weigle's writing rubric, it could be seen that the highest score is 12.5 and the lowest is 5.50. The mean of the total score of the class is 8, 00. It indicates that those students' writing skills in this class were different and relatively low. Therefore, those scores were used as one of the indicators to monitor the progress of students' writing skill before and after the research.

## 2. The Selection of the Problems

After gathering the information to find the problem in the teaching and learning process through observation, interview and pre-test, the researcher discussed the field problems, elaborated in Table 2, with the English teacher as the collaborator. From the discussion, it was concluded that there were many problems found in the field and it was impossible to solve all of them. The researcher and the collaborator agreed to choose only some problems that are directly related to the students writing ability. The other consideration was that the selected problems were eligible and significant to be solved. Therefore, the researcher only took some problems to be solved. Since the focus of this

research was improving the students writing ability, the problems selected by the researcher were:

- (a.) Students' skill in developing ideas
- (b.) Students' mastery of the organization of a recount text
- (c.) Students' mastery of language use
- (d.) Students' mastery of vocabulary
- (e.) Students' mastery of mechanics
- (f.) Students' motivation

### 3. Determining the Actions to Overcome the Problems

Based on those problems, the students needed activities that could improve their writing skills. Thus, the researcher and the English teacher decided to use peer response activities to solve the problems stated before. The technique would encourage the students to provide useful responses to their friends in the form of comments and revision. Any response from students' peers would help them enrich the content of their writing, improve the organization of their writing, and improve the language (including grammar and vocabulary) of their writing, and also refine their ideas.

In addition, these problems were said to be valid because it was done in line with the concept of dialogic validity in which the researcher worked collaboratively with the English teacher as a collaborator to determine the problems and find the solution.

## **B. Research Process**

This part will describe the process of the research in two cycles. Each cycle will be in three meetings. Each cycle and each meeting will be described below.

### **1. Cycle I**

#### **a. Planning**

In the planning stage, the researcher made the lesson plans for three meetings which were rooted in the course grid. In this cycle, the researcher planned to explain the recount text; the social purpose, generic structure and language features; and the peer response: the definition and the use of it in writing. The material would be explained in P-P-P by involving the steps in writing; planning, drafting, editing (revising) and final version. The implementation of the peer response was implemented in the last meeting of each cycle, supported by the other activities which were applied during the teaching and learning process. In addition, the researcher also would apply classroom English as a routine.

In Cycle 1, the researcher planned to do some actions:

#### **1) The First Meeting**

- a) teach about the definition, the generic structures and, and the language features of recount texts,
- b) give tasks containing an example of the recount text and related questions,



c) give guided-writing tasks,

d) apply pair work,

## 2) The Second Meeting

a) apply pair work,

b) give students motivation to write,

c) explain about how to write a recount text by recount diagram,

d) give a task to help students get ideas,

e) apply free writing,

f) give a writing task to make a draft of recount texts,

## 3) The Third Meeting

a) give some tasks to help students identify a recount text,

b) apply group work activities,

c) explain about the definition of peer responses,

d) give peer response sheets to the students,

e) apply peer responses activity,

f) give a writing performance task in which students revise their draft.

During the research, observations were conducted. Therefore, observation checklists were prepared. To get more information on the teaching and learning process, the researcher also designed some questions for the English teacher as a

collaborator and the students. The questions dealt with their comment on the teaching and learning process and also their expectation on the next meetings. The researcher also prepared the handout for the students.

b. Actions and Observation

The teaching and learning process in Cycle I was carried out on January 15, January 18, and January 22, 2014. The schedule of Cycle I can be seen in the table below:

**Table 3: The Schedule of Cycle I**

Meeting	Date	Time	Material
1	January 15, 2014	2x40 minutes	Recount text – with topic “First Experience”
2	January 18, 2014	2x40 minutes	Recount text – with topic “My Tour”
3	January 22, 2014	2x40 minutes	Recount text – with topic “My Dairy”

In implementing the actions, the researcher worked collaboratively with the English teacher. During the actions, he acted as the teacher while the English teacher acted as the observer. The teacher sat at the back observing the teaching and learning process, completing the observation checklist, taking notes about everything happening during the learning process, and sometimes taking pictures of the class. The first cycle was conducted in three meetings. Each meeting was described as follows:

### 1) First Meeting

On Wednesday, January 15, 2014 at 08.20 a.m., the researcher and the English teacher entered Class VIII D. The researcher acted as the teacher and implemented four actions. The first meeting focused on the explaining of recount text itself. These are the descriptions of the actions.

After greeting the students, checking the students' attendance and leading prayer, the researcher started the lesson by implementing the first action. It was lead-in. First, the researcher asked about the pretest done in the previous meeting. The students answered that the pretest was so difficult. Then, the researcher asked a student about her writing in the pretest. The students asked, "I wrote about OSIS meeting, Sir." The researcher told the students that the OSIS meeting had happened in the past and a text telling past events is a recount text. The researcher told the students that they would learn the recount text.

In the second action, the researcher explained the definition of the recount text, the purpose of the recount text, the generic structure of the recount text, and the language feature of the recount text. While distributing the hand out to the students, the researcher asked the students "Do you know what the function of the recount text is?" and some students answered "A

text telling past experience”. Then, he said “Yes, so the purpose of a recount text is to tell someone’s past experience”. Then he reminded the students about the parts of a recount text. Then he asked the students to examine the orientation, “What do we have in orientation?” and the students responded by saying who, when and where. He then asked the students the events and the writer’s personal comment on his experience. The researcher also explained the language features existing in the recount text. Before moving to the next activity, he asked to the students if there was anything unclear. Some students said that they got the explanation given and some others asked about re-orientation and time connectives. The researcher re-explained it to the students so they got it clear.

In the third action, the researcher guided the students to identify some recount texts. First, he showed a recount text entitled “Meeting a Star”. After that, he asked the students to read the text in pairs. He then walked around the class to help the students if there were difficult words. Some of the students did not bring the dictionary. Some of the students asked to the researcher some of the difficult words. “*Mas, wallet itu apa ?*” (“Sir, what is wallet?”), said the students. The researcher had difficulties to handle all students’ questions one by one. After that, he asked the students to do Task 1 orally. He asked the

students about the content of orientation, events, and the orientation. Almost all students were able to answer it directly. However, some of them still asked to their friends about the answer.

After all students got the answer of task 1, the researcher continued to task 2. In task 2, there was a recount text entitled “My First Experience to ride Motorcycle.” and also some question related to the text. The questions included the topic of the text, the orientation, what the writers write in the events, how the writer closes the story, and the action verbs existing in the text. After the students read the text, they answered the questions in pairs. While walking around the class, the researcher guided the students to answer the questions. The students got some difficulties in items; topic of the text and the action verbs existing in the text. The researcher explained, “topic is what is the text tells us about and in number 5, just write the verb existing in the text.” Then the students could answer those items based on the explanation. In items number 4, the students gave varied answers based on their understanding.

The fourth action was the writing activity. Here, the students were asked to write a recount text through guided task in pairs. There were jumbled sentences that should be rearranged into a good recount text. Before the students re-

arranged them, they needed to complete those sentences by available verbs and connectives appropriately in order to help the students arranging the sequences of the sentences in the recount text. The students also needed to pay attention to the capital letter in each sentences.

Since the time is limited, the researcher guided the students to put the verbs and the connectives into the sentences. Most of the students were able to complete the sentences properly. Some of them still asked about the meaning of the verbs because the available verbs are in the form of past verbs. The usage of the connectives seemed being varied among the students. However, it did not change the meaning of the sentences. Because of their limited vocabulary, the students got some difficulties to rearrange the jumbled sentences into a good recount text. Therefore, they guessed and arranged the sequences carelessly. The researcher walked around the class guiding them to arrange the sentences in good sequences while the students write the re-arranged text in the worksheet. After all students had finished the writing, the researcher checked their work. He discussed the correct answer and the sequences together with the students. It was found that almost all students had done it correctly. The researcher also asked some of them to help their friends who had some difficulties in doing the task.

As the time would run out, the researcher summed up the lesson by asking the conclusion for the materials that they had learnt. When he asked the difficulties, “Any question?”, the students answered, “No”. The bell rang and he closed the lesson by praying and saying goodbye to the students. Before closing the lesson, the researcher asked the students to bring a dictionary in the next meeting. He left the classroom together with the English teacher.

All actions in first meeting had been implemented. From the first meeting the researcher found that the students already had good understanding of the recount texts. However, they were afraid of making mistakes. Therefore, they spent too much time in doubting. Moreover, the English teacher told that there should be the material of the recount text, about example of recount text, the generic structure and the language feature, in the next material to remind the students about it. As they get the new material from the researcher handout, the students seemed curious and enthusiastic.

## 2) Second Meeting

The second meeting was conducted on 18<sup>th</sup> January 2014. The class was started at 10.50 a.m. He started the lesson by greeting the students, checking the attendance and leading a prayer. This second meeting focused on the drafting stage of

writing the recount text and implemented three main actions. These are the descriptions of the actions.

The first action was in the task 2. Here, the purposes were to give another example of recount text, remind them about the organization and language feature of the recount text, and also to help them to dig some ideas that would be used in writing the recount text in the next task. In this task 2, there was a recount text telling Nida's story of her trip to a Botanic Gardens. There were also some questions asking about the content of the text.

At first, the researcher asked the students to read the recount text carefully. The students in the second meeting already brought their dictionary. They checked the meaning of the difficult words in the dictionary. Since their dictionaries were not complete, they still asked some difficult words to the researcher. After the students reading the text, their activity was answering the question about the text. It was very good that all students were able to answer those questions correctly. Then, the researcher reviewed the text again about the organization of the text. The students also could identify it well. They also had mentioned the time connectives in the text. However, when the researcher asked them to circle the past verbs, they were still confused; they had not mentioned all existing-past verbs yet.



After the students had been reminded about some points in recount text, the researcher continued into the next action. This second action was guiding the students to make a writing draft. In this action, the researcher used a method called recount diagram. The researcher explained the recount diagram available in the handout. Here, there were three boxes that can guide the students compose their draft. The first box contained information how to start the recount text in the orientation part. The second box contained information of what to write in the events part; and the third part contained how to end the text in re-orientation part. The researcher also added some explanations, "In the second box or in events part, you write the sequences of events happened in your story. You can use the time connectives like then, after that, and etc. And, in the third box or re-orientation, you also can end your story by writing your comments or your personal feeling about your story. For example, you can see in Nida's story. She wrote, "we were tired but happy." Do you understand class?" Almost all students said "Yes". However, there are some boys that wanted the researcher to re-explain it once more time. Then, the researcher had to re-explain it once more time, so that all students understood the usage of the diagram.

After that, the researcher explained the time connectives. In the handout, students could find some of time connectives that can be used to write a recount text. The usage of them in a sentence was also explained. Then, still in this task, the students were asked to change the present verbs in the table into past verbs. The researcher guided them to change the present verb into past verbs. Some students could handle it well. Some others still got difficulties in the irregular verbs.

He then continued explaining that there were four stages in writing namely planning, drafting, editing (revising) and final product (version). He explained to the students that, after they have planned what to write, they could directly make a draft. He also informed to them that, in the next meeting, he would give them peer response technique to help them revising their draft. He told them that, in the technique, the students would get some comments about the draft from their friend. It will be used to improve their works. And finally, they will have the final version of their writing after revising the draft based on the comments of their friends. Some students only nodded their head and some others confirmed by asking, “Oo, is this kind of commenting each other’s draft, then we edit the draft, Sir?”

Then, in the third action the students wrote their draft. The researcher asked the students, “Have you gone to a tour or a

picnic to somewhere? When? Where?” The students enthusiastically answered the questions. He then asked them to write the story of their tour or picnic in their writing. At first, the researcher asked them to work in pairs to help them dig the idea. In pairs, the students interviewed each other about their trip. The interview was guided by the questions in Task 3. The class seemed crowded since they started to discuss their tour with their pairs.

Next, the students started to do free writing in the available recount diagram in Task 3. The researcher told them, “You can start to fill your recount diagram; you can fill it based on what I explained in the Task 1. It will help you writing the recount text. After that, you can directly write your draft in the available students’ work sheet.” The students then directly filled in the recount diagram and wrote their draft in the work sheet. The researcher walked around the class to check the students’ works and to help them when they get difficulties.

In this activity, some students still got some difficulties in events and re-orientation. Some of them wrote the sentence in the events without the subject. Some others still wrote the verb in the form of present verbs. Other students were still confused in the re-orientation. They were confused to give comments of their own story or expressing their personal feeling of it. The

researcher had to re-explain some related points and give them some examples to make them understand.

Before the bell rang, the researcher asked the students to submit their work. While waiting their works, the researcher gave conclusions of the today's lesson and closed the lesson by praying. After all students submitting the works, the researcher and the English teacher left the class room.

In meeting 2, the researcher found that the writing diagram helped the students starting their draft. Although, he only explained a little bit about peer response, they looked very enthusiastic. Other findings of this meeting are the students' difficulties in past tense and the usage of dictionary. Students still got difficulties in past tense. Some of them still write the past verbs in wrong way. Some others still wrote recount text in present tense. However, the positive point was the usage of the dictionary. Many of them directly checked the difficult words in their dictionary. In the teaching learning process, the researcher had to remind the students many times since they liked to chat with others while the researcher explaining the materials or when they doing the tasks.

### 3) Third Meeting

The third meeting was done in January 22, 2014 at 08.20 a.m. The researcher and the English teacher entered Class

VIII D. This third meeting was the last meeting in cycle 1. Moreover, in this meeting, the researcher implemented the peer response technique. This meeting was focused on the implementing peer response technique and revising the draft to be the final version. There were three actions implemented in this meeting.

After greeting the students and saying the prayer, the researcher reviewed some points of the last lesson. Then, he asked whether the students had difficulties in understanding the material. Some of them said that there was no difficulty, while some others said that they got problem in understanding the event. However, when the researcher asked which part of the events they found it difficult, they just kept silent. The researcher then told them that he had prepared Task 1 in the handout to help them understanding the events better. He also told them that on that day, they would implement the peer response technique to revise the last draft, and then have their final writing that would be scored.

The first action is in Task 1. Here, there were two texts that should be identified by the students. The students' job was choosing the recount text between those two available texts. The students read it seriously. They could decide that the second text was the recount text fast. It was a good point that

the student had been able to differentiate a recount text with other kinds of text. The students said that it was easy.

Then, they identified the recount text based on the points in Task 1. First, they identified the generic structure. They are able to mention where the orientation, the events, and the re-orientation correctly. However, they were a little bit confused in the re-orientation since the re-orientation of the paragraph is still in the same paragraph with the events. Secondly, they underlined the past verbs in the recount text. They directly mentioned them orally. However, some of them were still confused between the past verbs and the 'to infinitive verbs'. They could understand that the past verbs and the 'to infinitive verbs' were different after the researcher explaining to the students. The last, they circled the time connectives. In this part, they did it smoothly because there was only view of time connectives there. In this task, the researcher did not find any problems related to the students. It seemed that the student could understand the generic structure and the language feature of the recount text. There were only some students who needed more explanation.

Before continuing to the next action, the researcher inserted an additional activity in the Task 1. The students were asked to give any comments on the text. It was aimed to lead

the students in a peer response activity. The students had to give responses or comments on the recount text. The students seemed confused at the beginning. Then, the researcher guided them. He invited them to give any comments on the text. He started to ask the students to look at the title and other parts of the text that could be comment on. The students started to communicate their idea such as showing that there was no re-orientation in the text and the events was not complete and made them confused. In this activity, the researcher introduced the peer response technique and showed what will happen when they implemented the technique.

Then, the researcher continued to do the next action. While distributing the peer response sheet to the students and the students' draft, he asked the students to sit in group of five or four. He gave an explanation about the peer response, the use of it and gave some examples of how to read the peer response sheet and give comments on it. The researcher said, "Students, here I give back the draft to you and also a peer response sheet for each of you. As I promised last meeting, today we will do our peer response activity." After that, the researcher explained the rule and the students' job in this activity. The students firstly exchanged their draft to a friend in each group. Then, each of them read their friends draft

carefully. Next, each student, with the peer response sheet, gave comments and responses based on the items or guiding on the peer response sheet. They were allowed to discuss in the group; between the author, the reviewer and other friends. Finally, after giving the response on the sheet and discussing the correction, the students brought the draft back with the peer response sheet back to the author. At the end, the authors revised their draft based on the comments and responses from their peers.

The researcher walked around the class to check the students' works and give help if they asked for it. He also gave some examples to some students who needed more explanations. After finishing the task, the students then collected their writing to the researcher. Before closing the class, the lesson and the peer response implementation were also reviewed. Since the time was already up, she directly said good bye and ended the lesson.

From this meeting, the researcher found that the students seemed curious when the technique is implemented, especially when they read their friends 'draft, gave comments on it, and discussed it with the group. The students also said that their awareness on the mistake increased more after the researcher implementing the peer response technique. They



were also interested to read their friends' comments on their draft and then revise it based on the comments. However, some students said that the items in the peer response sheet need to be simplified. They got confused on some items in the peer response sheet, so that the researcher had to re-explain and gave other examples to them.

#### c. Reflection

Based on the observation conducted during the implementation in Cycle 1, the teaching and learning of writing ran well. In the reflection stage, the researcher classified the results of the action and observation into two main points, i.e. weaknesses and improvements.

The researcher found that in the Cycle 1, the students still got difficulty in the language use. The students understood about the use of past tense in the recount text. However, they often used verb 1 instead of past verbs. Some of them were still confused to change the verb 1 into the past verb. They sometimes even used double verbs. They used the predicate in form of verb one and verb two in a phrase. They were little bit confused about the grammar. From the interview they said that they were still confused on the usage of the past tense. It could also be seen in their writing. There were many sentences with wrong grammar. Others knew the past form of the words but they were confused when they had to use the

words in sentences. The mistakes were also in the use of articles and prepositions.

- =====
- R : *Trus ada kesulitan ga tadi Dik?*  
(And then, did you have any difficulty in the last lesson?)
- S : *Itu lho mas, menggabungkan kata-kata kerja di kalimat itu susah.*  
**(You know, arranging verbs in a sentence was difficult.)**
- R : *Maksudnya menggabungkan gimana?*  
(What do you mean by arranging verbs?)
- S : *Ya itu aku sering kebalik-balik mas itu lho verb 1, trus past verb e itu.*  
**(I used to get it confusing when I change the verb 1 into the past verb.)**

(Interview S3)

=====

- =====
- R : *Trus, tadi gimana dik nulis teks nya?*  
(Then, how was the writing lesson? )
- S : *Bingung Mas.*  
**(I was confused, Sir.)**
- R : *Bagian mana yang bingung?*  
(Which part made you confused?)
- S : *Events nya, trus past tense nya, jadi misal kata past tense nya apa gitu lho mas, takok kancane ya podo ga tau je.*  
**(I think the events, and then the past tense. It's like when I looked for the past tense, Sir. When I asked my friend, he also didn't know about it.)**

(Interview S5)

=====

The students also had problems in using the appropriate words. The students made mistakes in choosing some words to be arranged in the sentences. Some words were also used repeatedly. From the interview and also from the students' writings, the researcher found that the students were still confused on how to put the words in the correct order to form the sentences. They also had

to improve their vocabulary mastery. Although they brought dictionary and used it during the teaching and learning process, they often had difficulties in choosing the appropriate words considering the contexts. Since they have limited vocabularies, they wasted time to make the writing.

=====

R: *Kalo perbandingan kesulitan yang dulu sama yang sekarang gimana Dik?*

(Could you tell me the comparison of your current difficulty and the one before.)

S2: *Ya lumayan meningkat og Mas,*  
**(It was improving enough, Sir. )**

R : *Tapi masih ada yang bingung ga?*  
 (Did you still confuse on it?)

S1: *Itu lho mas, tadi tu kan udah nyari di kamus tapi kata-katanya malah jadi bingung aku*  
**(You know, when I search the word on my dictionary, I got it confusing instead.)**

R: *Bingung gimana?*  
 (How come?)

S1: *Ya bingung mau pake kata apa gitu*  
**(I was confused about which one that I must use.)**

S2: *Trus itu lho mas, misal pas nulis, trus nyari kata ini bahasa inggris nya apa gitu susah mas, kadang di kamus juga ga ada.*  
**(You know, I got it difficult when I wrote and searched the word in English. Sometimes I didn't find it on my dictionary.)**

(Interview S6)

=====

They also had to improve their mastery of using mechanics. In their writings, the researcher found that some students made some errors in capital letter and the punctuations. Their hand writing seems been accustomed to write capital letter in the middle of the sentence and non-capital letter in the beginning of the paragraph. Although the researcher had asked them to see the

English words in the dictionary, they still made many mistakes in the word spelling. Some of the students misspelled some words, did not write in good order, and did not use correct punctuation in their sentences.

In this meeting, the students already had a full understanding of the peer response; to review friends' work, to give comments on friends' work. They were also able to make a revision based the friends' comments. Although indeed, they spent too much time dealing with peer response activity. Some of them also had to be guided in that activity.

- =====
- R : Hmm, eh *gimana pembelajaran hari ini?*  
(Hmm, eh how was today's learning?)
- S2 : *Ya menyenangkan Mas,*  
**(It was fun.)**
- R : *Yang peer response tadi gimana? Yang ngoreksi temannya tadi?*  
(What about the peer response? The one which was about correcting each other.)
- S1 : *Itu mas, bahasane mbok agak disimple kan, tadi agak bingung mas, trus jadi ne lama ngerjaine.*  
**(I think the language should be simplified. I was confused, so it took more time to do it.)**

(Interview S6)

=====

Besides the weaknesses, there were also some improvements had been achieved after the implementation of Cycle 1. There were some improvements on the students' writing dealing with the content, the organization, and also their ideas.

Before the implementation, the students' writings were lack of details. After the implementation, they were able to give more detail of their writing. The details supporting the topic were also relevant to the topic itself. After some activities implemented in Cycle 1, the students had started to be creative in stating their ideas to their writing. The ideas and the supporting details were also started to be more cohesive.

In the pre-test, many students' writings were not well-organized. Some of them missed the orientation or re-orientation. After the implementation of the peer response technique, their paragraph organization was better. Their understanding of what should be written in orientation, events, and re-orientation was also better.

Other improvements were in the use of the past tense. Although it had been mentioned in the previous discussion that the students got difficulties in past tense, some students got a slight improvement on it. They began to know the use of past tense in recount text. Another improvement was about the motivation of the students in learning writing. It could be seen from the students' behavior which was also changed. At first, it was difficult to make them write and focus on the lesson. However, time to time they got more serious and enthusiastic following the lesson and making a text. Through the peer response implementation in the Cycle 1, the

students began to know what aspect in writing should be considered and what mistake they had made.

=====

R : *Oo, trus gimana kemarin Dik kegiatan peer response nya? Yang ngasih comment ke temen tadi lho.*

(On, then how was the yesterday peer response activity? It was the one which was giving comments to friends.)

S1 : *Bagus mas.*

**(It was good.)**

S2 : *Efektif mas.*

**(It was effective.)**

R : *Maksud nya efektif gimana?*

(What do you think with effective?)

S2 : *Ya maksud e berguna gitu lho.*

**(I think it was useful.)**

R : *Oo, gitu ya, jadi itu membantu kalian ya?*

(So, did it help you?)

S1 : *Membantu donk, kan jadi lebih jelas gitu salahnya dimana?*

**(Yes, it helped us. It just made us easy to find our mistakes.)**

S2 : *Iyo mas, trus kan bisa lebih tahu juga harus gimana yang sebaiknya gitu.*

**(I agree. We just better knew what should do as well. )**

(Interview S7)

=====

=====

R : *Kalau untuk improvement nya sendiri menurut Bapak bagaimana?*

(How was the improvement, Sir?)

ET : *Ya kalau menurut saya sudah mulai berjalan baik ya Mas, anak-anak kan sudah mulai mengerti dan familier dengan generic structure nya recount, kan ini menulis lepas ya mas, ya sedikit banyak sudah kelihatan berbentuk lah text recount mereka.*

**(I think it started running well. The students had also started to be familiar and know the generic structure of the recount. Since it was about free writing, more or less, we begun to see the form of their writing.)**

R : *Oo, jadi sudah lumayan berbeda dengan pada pre-test dulu ya Pak?*

(So, had it been different with the pre-test before?)

ET : *Ya Mas, tapi yang jelas nanti itu saja, untuk cycle selanjutnya tetap ada reminding nya tentang generic structure sama connectives nya. Sama Past tense nya nanti di jelaskan lagi saja Mas.*

**(Yes. The point is, for the next cycle, you should still remind them the generic structure and the time connectives. And then, the past tense material should be explained once more.)**

(Interview T3)

=====

After conducting the Cycle 1, the students still had problems in some aspects of writing. The researcher and the English teacher decided to conduct Cycle 2. In addition, based on the observation of the action and the discussion with the collaborator, the aspects that should be improved in Cycle 2 were the language use and the mechanics. Therefore, it would be the main focus in the next cycle.

## 2. Cycle II

In Cycle 2, there were three meetings in order to improve the students' writing skill. The three meetings were focused on the language use and also the mechanics which were the students' problems in writing. To solve the problems above, the researcher and the English teacher applied peer response activities as the main action in the process of producing a final draft. The peer response activities were also supported by some actions for group works, pair works, and other writing tasks. The report of Cycle 2 is divided into planning, action and observation, and reflection which are elaborated as follows:

a. Planning

As mentioned in the previous cycle, in this cycle, the researcher made the lesson plans for each meeting. In each cycle, there were also some actions to improve students' writing skills especially in the language use. The materials that would be taught were still the recount text with some different topics.

In Cycle 2, the researcher planned to do the following actions:

1) The Fourth Meeting

- a) remind the students about the definition, the generic structures, and the language features of the recount texts,
- b) give tasks which is the students fill in the blanks on the recount text,
- c) teach about Simple Past Tense,
- d) apply pair works activity,
- e) apply the whole class-peer response,
- f) provide a regular and irregular verbs table,

2) The Fifth Meeting

- a) give the students a motivation to write,
- b) apply the whole class-peer response,
- c) give a task to help the students identifying the recount text,



- d) give a sample of recount text using a story line,
  - e) apply free writing,
  - f) give a writing task to make a draft of recount texts,
- 3) The Sixth Meeting
- a) give a grammar task focusing on the use of verb 1 and verb 2,
  - b) give a ‘jumbled sentences’ task that the students rearrange the jumbled sentences into a good recount text,
  - c) apply the peer responses activity,
  - d) give a writing performance task in which students revise their draft,
  - e) apply group works activity.

The observation checklists and some questions were also prepared for the English teacher as the collaborator and the students dealing with their comments on the teaching and learning process and also their expectations on the next meetings. The handout was also prepared for the students.

#### b. Actions and Observation

The teaching and learning process in the Cycle 2 was carried out on January 25, January 29, and February 5, 2014. The schedule of Cycle 2 can be seen in the table below:

**Table 4: The schedule of Cycle II**

Meeting	Date	Time	Material
1	January 25, 2014	2x40 minutes	Recount text – with topic “My Letter”
2	January 29, 2014	2x40 minutes	Recount text – with topic “Yesterday”
3	February 5, 2014	2x40 minutes	Recount text – with topic “My Life”

In implementing the actions, the researcher still worked collaboratively with the English teacher. During the actions, he also still acted as the teacher while the English teacher acted as the observer or collaborator. The teacher sat at the back observing the teaching and learning process, completing the observation checklist, taking notes about everything happens during the classroom, and sometimes taking pictures of the class. The second cycle was similarly conducted in three meetings. Each meeting was described as follows:

#### 1) Fourth Meeting

This fourth meeting was held on 25 January 2014. The researcher started the meeting on that day by greeting the students, checking the students' attendance and leading prayer. After that he told the students that they had passed the Cycle 1 of the research and that day would be the first day for the second cycle. He also told the students that they had achieved some improvements on writing. Listening to it, the students

looked happy and clapped their hands together. Yet, he told that there were also some weaknesses found in the Cycle 1 that would be improved in the Cycle 2.

Then, the researcher gave back the students' writing work in the Cycle 1 to them. These writing works had been corrected and assessed. Accepting their work with some corrections and also the marks, they seemed enthusiastic. The researcher had applied the Weigle's rubric to assess the students writing. Since the assessments rubric was different with the usual rubric used by the English teacher, the students felt confused and asked their friends each other. Then, the researcher explained what rubric used in the assessment process. After all students understood the meaning of the marks, the researcher asked them to see the correction. He said, "I had given also some corrections on your writings. Now, check your mistakes and the corrections. Ask me when you don't understand." The students checked their own work while sometimes looked on their neighbor's works. Some of them said that they had understood those corrections. Some others directly asked to the researcher about the meaning of those corrections. The researcher then walked around the class while explaining to the students. In addition, the researcher also asked that the students must bring the dictionary to the class.

Besides reviewing the previous students writing, the researcher applied some actions in this meeting. This fourth meeting focused on the reviewing recount lesson and teaching the simple past tense material. These are the descriptions of the four main actions implemented in this meeting.

The first action was implemented after all students had no additional question about the corrections and the assessments of their previous writing. This was about reviewing the recount lesson to the students. It was actually inserted in the second action. Here the students first had to fill the blank in a recount text with appropriate past verbs. Then, the students also had to circle the time connectives in the recount text.

In this task, the researcher provided the different form of recount text which is in form of a letter. The students' job, firstly, was to put the verbs in the box to the blanks in the text. The verbs in the box also need to be changed into past verb. The students were enthusiastic working in pairs on this task. They sometimes asked to their friends and the researcher as well. Then, they circled the time connectives in the recount text. The students did not get any difficulties in this activity. After all finished those activities, the researcher and the students checked the correct answer together.

After there was no question from the students, the researcher continued the next activity. He asked the students to look at the form of the text. He then told them that the recount text can also in the form of letter. He continued by asking to the students about the purpose of the recount text in that letter. Most students answered that Adam wanted to tell Uncle Sam his experience in Calendar-Girl and Boy Audition.

Then, the researcher reminded the students that the recount text uses time connectives to sequence the events; and it also must use past tense because the recount text tells the audiences what already happened in the past time. The students paid attention to the explanation. The researcher then told that many students' previous writings were lack in the past tense usage. He continued that they would learn more about the past tense.

Students opened Task 2 and read the table. The researcher showed that there were, in the table, some formulae to write sentences in the past tense. Below the formulae were the examples of the sentences. The researcher and the students discussed the table together started from the first column in the corner. The researcher also added some explanations and examples written in the blackboard. He also asked the students to make some examples of their own to check their

understanding. Most students were enthusiastic in this discussion. They listened to the explanations and sometimes asked to the researcher when they need more explanation. However, the researcher needed to pay attention to some students in the corner that did not pay attention to the explanations.

The researcher in this action also provided them two tables consisting of examples of irregular and regular verbs. It was to guide the students in changing the verb 1 into the past verb. He explained to the students that there were two kinds of past verbs; those are regular and irregular verbs. He also explained the differences between those two kinds of verbs.

After all students had no question of past tense, they did the Task 3. In this task, they filled the blanks in a recount text with suitable time connectives available in the box. They did this task fluently since they had no difficulties to fill the appropriate time connectives. Some of them only needed more explanation on the difference between 'after that' and 'after'. The students continued to circle the past verbs in this recount text. It was also to check the students' understanding in the simple past tense. They did not get any problem in this task.

The last action in this meeting was implementing the whole class-peer response. This action was implemented to

make the students closer and more familiar with the peer response technique. Through guidance from the researcher, the students were able to do the expected role of the peer response. In this activity, the researcher put one of the student works as the object. For preventing negative feeling of the owner, the author's name of the text was hidden. They enthusiastically read the text displayed in the whiteboard. After all finished reading the recount text, then the researcher asked them to comments on the text. There were various comments from the students; positive and negative comments. He also guided the students to pay close attention to the paragraph, one by one to search the mistakes of the text. The students were expected to realize and then prevent the mistakes in their future writing.

As the time ran out, the researcher summed up the lesson by asking the conclusion for the materials that they had learnt. When he asked the difficulties, "Any question?", the students answered, "No". The bell rang and he closed the lesson by praying and saying goodbye to the students. He left the classroom together with the English teacher.

All actions in this fourth meeting had been implemented. From this meeting the researcher found that actually most students had the knowledge of the simple past tense. However, they were confused on the way they practice in

writing a sentence. In the whole class-peer response, the students seemed curious and enthusiastic. They started to know how to comment on their friends' writing and also how to see the mistakes on it.

## 2) Fifth Meeting

The fifth meeting was conducted on 29<sup>th</sup> January 2014. The class was started at 08.20 a.m. He started the lesson by greeting the students, checking the attendance and leading a prayer. This second meeting focused on guiding the students to sequence the events in their recount text, the drafting stage of writing the recount text and implementing four main actions. These are the descriptions of the actions.

The first action was in the Task 1. Here, the purpose was only to check the students' thoughtfulness on the recount text. In this task, the students read three texts. Then, they identified which one is the recount text. The researcher on this task provided the texts in the form of procedure, report, and recount. The students in this action did their job well. They only scanned those texts one by one. Then, they directly found that the last text is the recount text. However, few of them did not read the texts; they only chatted with others.

The second action was the whole class-peer response. The researcher again put one of another student's works from



the previous cycle. Different with the one in the fourth meeting, in this meeting, at first, the researcher asked the students to discuss it in their row-group. They looked more enthusiastic than the previous meeting as they begun to know the advantages of the peer response technique. After discussing the writing displayed on the whiteboard, the teacher asked the representative of each group to give comments on it. Other group may agree of the comments or add more comments. After all group took their chances, then they discussed the mistakes existing in the text together. The researcher guided them to analyze the sentence one by one from the beginning to the last sentence. They seemed more analytical analyzing their friend's recount text.

Then, the Task 2 accommodated the next action of this meeting. Before the researcher explained the main action in the Task 2, he asked the students to change the verb one in the text into the verb two. This activity was to remind the students' understanding of the previous meeting which was about the simple past tense. They directly wrote the past verb below the verb one. As they did it in pairs, they did not get any difficulties.

In the previous cycle, the researcher and the collaborator found that the students had little difficulty in

providing the events in a good sequence. In this action, the researcher wanted to help them by using a story line. There was an example of a recount text entitled "My Life". Below the text, he showed the example of the story line of the text "My Life". The researcher then explained that the events written in the text, "My Life" was developed from the story line. There was a student asked, "What about a recount text tells a day-story? Can I also make the story line from it?" The researcher answered, "Yes, the story line in the example is in years, but you can make it on your own. For example, you can make it in hours, day, or per activity. That is up to you. Do you all understand?" All of the students answered that they had already understood. The researcher then told that the story line was to help them in sequencing the events happened in their story.

After that, the researcher continued to the last action of that meeting. He then divided the draft-form to the students. The draft-form used in this meeting was different with the one used in the previous cycle. It was to make the students write in a new form and to prevent their boredom in writing. In this meeting, the form was in the form newspaper column.

This action, similar with the drafting stage in the previous cycle, was aimed to provide the students chance to do free-writing in their draft stage. After all students had

understood the story line, the researcher invited them to start writing. They can choose the topic written in the white board. The topic provided for them were My Life, Idol's Activity, and Yesterday Activity. Most of the students chose the topic of "My Life" as their topic. Here, the worksheet is in the form of newspaper column. The students could imagine that they were a newspaper columnist and they would write a recount text for a famous newspaper. He told the students that they can also use the story line to help you sequencing the events. They seemed more enthusiastic writing their draft than the previous cycle. However, they often asked to the researcher about the correct form of some English words.

In this writing sheet, to help the students, the researcher also provided a box containing the time connectives, the possible verbs, and the adjective words in the work sheet. It was to help the students writing the draft better. However, some students were not aware of the hints and still often asking to their friends.

When some of the students had submitted their draft to the researcher, the bell rang. The researcher then summed up the lesson. Before closing the lesson, he led praying. Then he went out from the class while submitting the students' draft.

All actions in this meeting had been implemented well. The students were able to behave better in the class. Their noises decreased as they paid more attention to the presented material. When they did the whole class-peer response, the students seemed curious and more enthusiastic to read the text displayed on the whiteboard and gave comments and correction on it. Their awareness of the possible mistakes and the ideal form of the writing grew better. In writing the draft, the students felt more confident to write a recount text. They seemed more motivated in writing their draft. Their time allocation was also less than before. They did not waste much time only for generating ideas of their recount text.

### 3) Sixth Meeting

The sixth meeting was done in February 05, 2014 at 08.20 a.m. The researcher and the English teacher entered Class VIII D. This sixth meeting was the last meeting in the Cycle 2. Moreover, similar to the previous cycle, in this meeting, the researcher implemented the individual peer response technique with some modifications. This meeting was focused on implementing the peer response technique and revising the draft to be the final version. There were four actions implemented in this meeting.

After greeting the students and saying the prayer, the researcher reviewed some points of the last lesson. He asked the students' difficulties on the last lesson. All students said that they had no difficulty. Then, the researcher told the students that the day will be the last day of cycle 2. He also told the students that in the day they will have the individual peer response activity and revise their draft written in the last meeting. He then asked one of the students to help them distributing the handouts for others.

At the first action, the researcher asked the students to do the Task 1. In the task, the students had to change the verb one in the recount text entitled "Yesterday" into the past verb. It was for reminding them about the simple past tense material taught in the last lesson. After that, they had to give some comments on the recount text. The students did it seriously in pairs. Checking the students work, the researcher walked around the class while helping any students' difficulties. There were only some boys making noises and disturbing their friends.

After all students finished changing the verbs, the researcher checked the correction together with them. One student read and answered one sentence. Most students had answered correctly. Only few of them made mistakes in the

words ‘wake up, think and can’. Then, the researcher asked them to give comments on the text, “Now, please give any comments about the recount text entitled “Yesterday”.” The students started to be crowded. There was one student said, “The story is very funny, Sir.” Another one said, “The generic structure is already complete.” Their comments were varied.

The second action was in the Task 2. In this task, the students were instructed to rearrange the jumbled sentences into a good recount text and give it the best title. There were nine jumbled sentences which had to be rearranged into a good recount text. After rearranging the jumbled sentences, the students had also to give the best title of the text based on their own idea. In this task, the students worked in a group of four. The task was for drilling the students about arranging the sequences of a story based on the time connectives available in the sentences.

The researcher as usual walked around the class to check the students’ works and helped them if they had some difficulties. Some students got difficulties in finding the first sentence or the orientation. Then the researcher told them to firstly scan the whole sentences and then determining what the story is about. After scanning all sentences, they started to guess the sequences of the recount text. The students looked

happy working in a group. They could divide the job for each member. However, some boys did not follow the group rule. The teacher needed to remind and monitor them periodically to make them participate in their group work.

After all finished the task, the researcher discussed the correction together with the students. Since they did it in a group and they may discuss it with others, they did it correctly. They also gave relevance and varied titles for the recount text. Students' noises could be handled through this kind of group work. After that, the researcher asked two boys to distribute the peer response sheet and also the final work sheet. These sheets were used for the next actions.

Then, the researcher told the students, "Now is the main time. Okay, you have the peer response sheet and the final work sheet for your final revision. Where is your last draft? Yes, today it will be different." The researcher then stuck all the students' draft in the whiteboard. Then, he asked one student to help him distributing the drawing number. The students had to take a hidden number in the drawing bowl. The number they got determine whose draft they would pick up and give comments. For example, a student got number 8 would pick up the draft with student-number 8. This rule was purposed to avoid the students' boredom.

They looked enthusiastic and curious in finding whose draft they should comment on. After all students got the number, they started to put the draft sticking in the whiteboard based on the number they got. The researcher then explained the rule, “So, now just read the draft you get. Then, discuss it with your friends and also with the owner of the draft to comment and give the corrections on the draft. Then, just fill the peer response sheet based on the draft you read. Give complete and relevant comments to your friend. Yes, you had to help your friend improving their writing. After all finished, just give the draft back to your friend. After you get your own draft back and also the comments from your friend, pay attention on the comments and revise your draft on the final work sheet.”

In this action, the researcher allowed the students to walk and discuss the correction with their friends. As the result, the class condition became more crowded than before. However, this condition was still in control. All students enthusiastically read and discussed the correction of the draft with others. Some of them only discussed on their own seats like a conference. Whereas other students discussed it with their friends by standing between the row seats. The class became little bit noisy but in a positive way. The researcher



asked the students to underline the action verb existing in the draft. It was for reminding both the reviewer and the author whether the action verb is in appropriate form that is in the past tense form. The researcher also monitored the students' discussion and their task to give comments for their friends based on the items in the peer response sheet.

After all students finished completing the items in the peer response sheet, the researcher asked them to give the draft together with the peer response sheet back to the draft writer. The researcher told the students that if they had finished reading the comments or feedbacks in the peer response sheet, they could start writing the text. Then, the students directly read their friend's comments on the peer response sheet as a consideration for their revision of their writing work. They looked more motivated revising their draft. They also paid more attention to their friend's comments or feedbacks in the peer response sheet. They seemed compete to write the best revision of their own.

The researcher also walked around the class to check the students' works and remind them to write the verbs in the past form. As expected, the students were able to revise their draft faster than before. After all students finished revising their draft, they could submit it to the researcher. At the same time,

the bell rang and he collected their writings. Then, he reviewed the lesson shortly and said thank you for ending the lesson.

This meeting which was the last meeting in the Cycle 2 flew so smooth. All actions could be implemented well. As expected, the students did the writing better than before. Most of them had been more confident and able to write faster. Dealing with the items in the peer response sheet, the students had been able to give more complete and better feedback. Since the items and the instruction in the sheet had been simplified, the students could also fill the peer response sheet faster and efficiently. They became more confident revising their draft based on the feedback or comments from their friend. In the grammatical feature, since the reviewer had underlined the action verbs, both of them became more aware of the past tenses used in the recount text.

#### c. Reflection

Based on the observation conducted during the implementation in Cycle 2, the overall teaching and learning of writing ran better. From the data gathered during Cycle 2, the researcher found that there were no significant problems in this cycle. The students' mistakes decreased. They were able to produce better writings because of the peer response and other tasks implemented in the Cycle 2.

The peer response played an important role in the process of writing. Peer comments could lead to meaningful sources of information in revising stage. Peer comments from revision could be used to develop vocabulary, organization and content of the writing. The researcher could use the peer response to encourage students to revise their writing.

Through the peer response itself, the students got feedback for their written work not only from the teacher, but also from 'other reader'. Then, when they made errors and they did not detect in their own work, they still got the reminder from the peers. It helps them to avoid getting bad scores from the teacher. When, they correct other students' writing, they could improve their ability to judge their own later writing.

The improvements of the students can be seen in the teaching learning process. When the researcher invited the students to do the whole class- peer response, the students seemed curious and enthusiastic. They started to know how to comment on their friends' writing and also how to see the mistakes on it. The additional material of the simple past tense in the Cycle 2 also improved their understanding dealing with the grammatical feature in writing recount text. It could be proved that their mistakes in grammatical feature decreased. In writing the draft, the students feel more confident to write the recount text. They seemed more

motivated in writing their draft. Their time allocation was also less than before. Their awareness of the possible mistakes and the ideal form of the writing grows better. Dealing with the peer response implementation, the students had been able to give feedback more complete. Since the items and the instruction in the sheet had been simplified, the students could also fill the peer response sheet faster and efficiently. They looked more confident revising their draft based on the feedback or comments from their friend. Most of them had been more confident and able to write faster. They had been able to take advantages of the peer response technique. The students were able to behave better in the class. They became focus more on the lesson. Their noises decreased as they paid more attention to the lesson.

The improvement could also be seen from the students' writing production. There were still some mistakes in their writings but the writings were better than before. Most students also started to be able to choose the appropriate words considering the context and use various words. Dealing with the language use, the use of past tense inappropriately reduced and there were only some errors in irregular verbs. Most students had been able to produce their writing in a good order; in using the correct spelling, punctuation and capitalization.

The interview with the teacher as the collaborator and the students also proved the development of the students' writing. The students felt that their grammatical feature in writing the recount text was better than before. They became more aware about the mistakes in the past tense through peer response. It influenced their quality of their revisions in the revision stage. The improvement can be proven in the following data.

- =====
- R : Terus itu *gimana tadi Dik nulisnya?*  
(Then, what was about the writing?)
- S1 : *Gimana apanya Mas?*  
(Pardon me?)
- R : *Ada bedanya gak dengan yang dulu?*  
(Was it any the difference with the one before?)
- S2 : *Ya ada to mas, sekarang yg verb 2 itu kayak lebih ngerti gitu lho Mas.*  
**(Yet it was. I knew more about verb 2.)**
- R : *Oo, gitu ya, jadi kegiatan peer response itu kerasa manfaatnya ya?*  
(Okay. So, the peer response activity is useful, isn't it? )
- S1 : *Iya Mas, kan jadi lebih tahu gitu lho mas, yang sering salah tu di mana gitu jadi kan gak ngulangi lagi.*  
**(Yes, it was. I knew more about where is the mistake. So, I will not repeat it again.)**

(Interview S8)

=====

- =====
- R : Oke, eh *Dik, tadi gimana yang ngasih comment2 Itu kan namanya peer response yak an lha itu gimana menurutmu?*  
(Okay, What was the activity about giving comments to your friend? You know we call it peer response. Right? What do you think of that?)
- S2 : *Ya lebih enak dari yang kemarin mas, bahasa nya lebih mudah dipahami, trus kan kemarin udah sering ngoreksi bareng-bareng, jadi lebih cepet nggak bingung lagi.*  
**(I think it was more fun than the last one. The language was easier to understand. We used to do correcting**

**activity together. So, it made us faster to do the task; we were not confused anymore.)**

R : *Wah bagus dong, jadi lebih cepet ya.. Trus Dik, untuk kemampuan writing kamu merasa terbantu nggak sih dengan kegiatan peer response itu?*

(It was good, isn't it? So it was faster. What was about your writing skill? Did the peer response activity help you? )

S3 : *Emm, terbantu sih kak,*

**(Yes, I think.)**

R : *Terbantu gimana tuh jelasnya?*

Could you explain it clearly.

S2 : *Yo misalnya yang past tense itu kak, jadi lebih baik, trus apa yang mekanik itu. Itu juga.*

**(For example, the past tense was better. It was also similarly on the mechanics.)**

R : *Berarti kesalahan kamu dibanding yang lalu lebih berkurang dong?*

(It means that your mistakes decreased than before, doesn't it?)

S1 : *Iya lah Mas, dulu kan tulisanku salahnya lumayan banyak, nha sekarang kan jadi lebih tahu salah-salahnya gitu jadi sekarang bisa sedikit gitu salahnya Mas.*

**(Yes, of course. I had so many mistakes ago. But now, I better know the mistakes. So I can prevent and decrease it.)**

(Interview S10)

=====

=====

ET : *Oo, ngga pa-pa Mas, ini brati cycle 2 dah selesai ya Mas?*  
(No, it's okay, it means that the cycle 2 was over, doesn't it?)

R : *Iya Pak, Alhamdulillah kemarin terakhir juga lumayan Pak.*

**(Yes, Sir. Alhamdulillah, yesterday was better, Sir.)**

ET : *Ya Mas, response mereka juga lebih baik dibanding yang pertama dulu, kan jadi lebih membantu temannya.*

**(I think so. Their response was also better than before. So, they helped their friends a lot.)**

R : *Iya Pak, kemarin mereka juga banyak yang sempat berdiskusi juga dengan temannya. Itu Pak, kalo hasilnya priapun menurut Pak?*

**(I think so, Sir. Yesterday, they also discussed many things with their peers. What was about the result Sir?)**

ET : *Ya karena mereka sudah lebih ngerti ya Mas, terus kelihatan kok kalo lebih termotivasi seperti itu, percaya diri*

*juga, jadi ya walaupun ada yang masih perlu perbaikan, tapi ya lumayan lebih baik hasilnya yang ini.*

**(Since they better knew about it, they seemed that they were more motivated and confident. Although there are some students need corrections, their recent improvement was sufficient.)**

(Interview T4)

=====

From the reflection above, it can be concluded that the results of Cycle 2 are said to be valid because it is appropriate with democratic, process, dialogic, catalytic, and outcome validity. The democratic validity was achieved by including the voices of the English teacher and the students. The process validity was achieved by asking the teacher to observe the actions and also using some data sources such as field notes, interview transcripts, and sample of students' work. The dialogic validity was achieved by having dialogues with the English teacher. The catalytic validity was achieved by the opportunities given to the students and collaborator to give their response dealing with the action implemented. The outcome validity was achieved by the improvements of the students' writing skills on the language use and the mechanics after the actions of this cycle. Furthermore, the result of Cycle 2 is also reliable because there was more than one observer, i.e. the researcher and the collaborator, in gathering data. It is in line with the concept of the researcher triangulation.

We found the improvement of the students' writing ability and the students' behavior after conducting the Cycle 2. They got

more enthusiastic to write and they were able to follow and to focus on the lesson well. The improvement on the students' writing ability was proven by the students' writings that improved better and the decreasing of the mistakes that the students made after they got the peer response technique. From, the interviews, it can be seen that the students also felt the improvement by themselves. It is also supported by the writings scores. As the result of the better improvements of the students' writing skills, the researcher and the English Teacher as the collaborator decided to stop the cycle.

### **C. The Results of the Research**

The qualitative and the quantitative data gathered during the research will be presented in this part. The qualitative data are in the form of the general findings of the research. While the quantitative data will be in the form of the writing scores of the pre-test, the Cycle 1, the Cycle 2, and the post-test.

The general findings of this research in each cycle are described below.



### 1. Cycle 1

- a. Dealing with the content, some students were able to develop their writing relevant to the topic.
- b. Dealing with the organization, most students were able to produce the recount text in a better organization.
- c. Dealing with the vocabulary, most students were able to use the correct and appropriate words.
- d. Dealing with the language use, the students' mastery in the language use had a bit improved.
- e. Dealing with the mechanics, some students were able to use the correct punctuation and capitalization.
- f. Dealing with the student's motivation, some students' motivation in writing had improved.

### 2. Cycle 2

- a. Dealing with the content, the students were able to develop their writing relevant to the topic adequately.
- b. Dealing with the organization, the students were able to produce the recount text in a good organization. Their texts were cohesive. The ideas were clearly stated and supported.
- c. Dealing with the vocabulary, the students were able to use the correct and appropriate words. Their vocabulary mastery had improved.

- d. Dealing with the language use, the students were able to use the correct tenses. Their grammar mastery had improved.
- e. Dealing with the mechanics, the students were able to use the correct punctuation and capitalization. Their mistakes in spelling had also decreased.
- f. Dealing with the student's motivation, the students' motivation in writing had improved. They were also more confident in writing.

The writing scores of the students in this research in each cycle are described below. This part presents the results of the students' score from the pre-test, the cycle 1, the cycle 2, and the post-test. The results deal with the mean of the students' score related to the five aspects of writing which are the content, the organization, the vocabulary, the language use and the mechanics. The following tables present the mean scores in the five aspects.

**Table 5: The Students' Mean Score in the Content Aspect**

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Content	2.10	2.60	2.75	3.07

The students' mean score in the content aspect improved after the actions during the implementation of the peer response. The students gain score is 0.97. It is obtained by comparing the mean score in the pre-test and the post-test.

**Table 6: The Students' Mean Score in the Organization Aspect**

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Organization	1.62	2.38	2.73	3.12

The table above shows the mean score of the organization aspect achieved by the students. In the pre-test, the mean score is 1.62 and in the post-test the mean score is 3.12. Therefore, the gain score is 1.50.

**Table 7: The Students' Mean Score in the Vocabulary Aspect**

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Vocabulary	1.83	1.90	2.45	2.79

In the vocabulary aspect, the students also make some improvements. In the pre-test, the mean score is 1.83. After doing the actions in the cycle 1, the mean score improved into 1.90. It continues improving in the cycle 2 in which the mean score is 2.45. In the post-test, the mean score reaches 2.79. The gain score obtained is 0.96.

**Table 8: The Students' Mean Score in the Language Use Aspect**

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Language Use	1.33	1.78	2.52	2.95

The result of the mean score in the language use aspect presented above in the table also shows a significant improvement. In the pre-test, the mean score is 1.33. It improves in the Cycle 1 in which the mean score is

1.78. The mean score after conducting the Cycle 2 is 2.52. In the post-test, the mean score is 2.95. The gain score is 1.62.

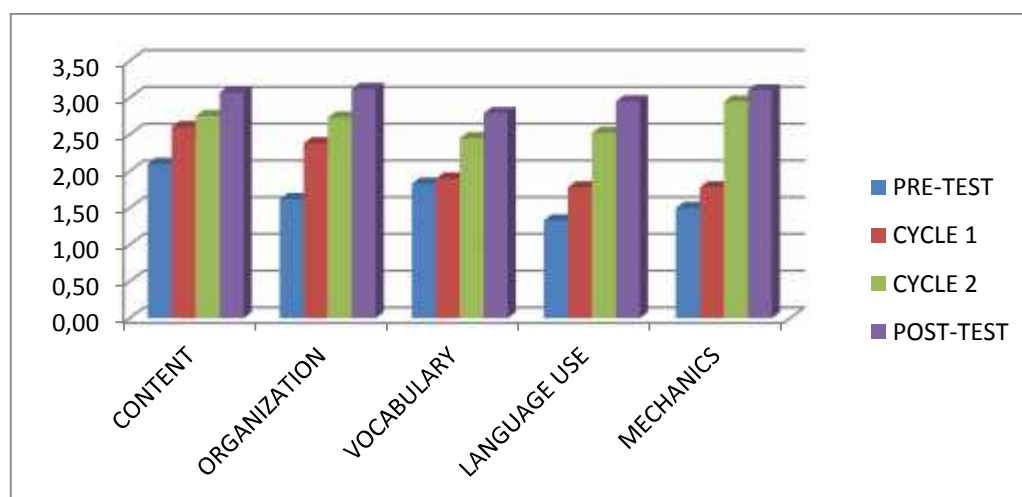
**Table 9: The Students' Mean Score in the Mechanics Aspect**

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Mechanics	1.50	1.78	2.95	3.10

The table above presents the mean score in the mechanics aspect. The mean score in the pre-test is 1.50 and the mean score in the post-test is 3.10. The gain score is 1.60. It shows that an improvement had been achieved in the mechanics aspect.

The overall improvements achieved by the students' of VIII D class at SMP 3 Berbah are presented in the following chart.

**Chart 1: The Students' Mean Scores in the Five Aspects of Writing**



In reference to the discussion above, the students' writing ability improved in the five aspects of writing which are the content, the organization, the vocabulary, the language use and the mechanics. Here, the

general findings of the students' scores in those five aspects of writing from the pre-test, the cycle 1, the cycle 2, and the post-test as are also presented as follows.

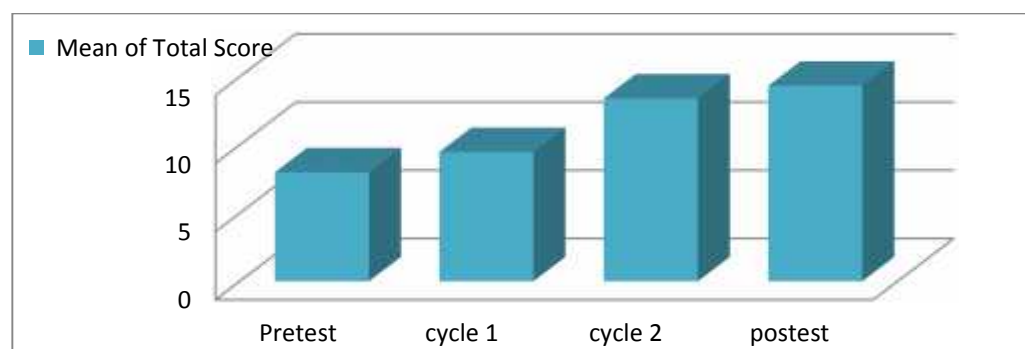
**Table 10: General Findings of the Students' Score from Pre-test, Cycle 1, Cycle 2 and Post test**

Component	Pre-test	Cycle 1	Cycle 2	Post-test
Mean of Total Score	8.00	9.48	13.41	14.34

The scores are obtained from the accumulation of the students' scores in those all five aspects of writing in the pre-test, the cycle 1, the cycle 2, and the post-test. In the pre-test, the mean of the total score is 8.00. It improves into 9.48 in the cycle 1. In the cycle 2, the mean of the total score is 13.41. It is higher than the cycle 1. It keeps improving in the post-test in which the mean score is 14.34. The gain from the pre-test to the post test is 6.34.

The following chart shows the obvious improvements made by the students.

**Chart 2: General Findings of the Students' Score from Pre-test, Cycle 1, Cycle 2 and Post test**



These findings are said to be valid and reliable because the process was done in line with the concept of process validity, outcome validity, time triangulation and theory triangulation. It means that there are some improvements which are supported by the data sources. Besides, there are more than one observer that are involved in the research.

#### **D. Research Discussion**

This section presents the analysis of the results of the research. The researcher had analyzed the result of the Cycle 1 and the Cycle 2 of the research. The results of the research are analyzed to know whether the use of the peer response can improve the writing ability of grade VIII students at SMP 3 Berbah or not.

At the beginning of the research, the researcher did the reconnaissance step by doing observation to the teaching and learning process, interviews with the English teacher and the students and also the pre-test. Those reconnaissance steps succeed to discover the existing problems during the teaching and learning of writing. Its result helped the researcher determining the problems to be solved in this research.

The problem was that the students had many difficulties in writing. Their problems determined by the researcher were the students' difficulty in generating ideas, the students' mastery of the organization of the recount text, the grammar, the vocabulary mastery and the mechanics. To solve the problems, the researcher and the English teacher as a collaborator discussed

to make a strategic plan by using peer response. The technique was implemented in two cycles. In those two cycles, the students had experienced the writing process in the classroom including planning, drafting, editing, and a final draft.

The first cycle showed that there were some improvements on the students writing ability and also there was a change on their behavior toward the teaching and learning process after getting the peer response. After the implementation, they were able to give more detail of their writing. It was their improvement in the content aspect. The students were able to write a text as required and the text was in well-organized. Their writing after Cycle 1 was in better organization. They had better understanding of what should be written in the orientation, the events, and the re-orientation. Their vocabulary mastery also improved. They could use correct and appropriate words. They also used various and some new words. Some students were able to use correct grammar in their writing. However, some others still missed some parts. Some others still had problems with the past tense used in their writings. It was similar to the use of the correct punctuation and the capitalization. Some students were able to do it, while some others still made mistakes on it.

The second cycle showed that there was an improvement on the aspects that still lacked in the first cycle. In this cycle, the students were able to write the text with complete parts. They also used the correct grammar and pronouns in their writings. In their writings, they also used the correct

punctuation and capitalization. The main focus of Cycle 2 which was the language use and the mechanics aspects had been also achieved by the students. Besides the improvement on the students writing, there was also an improvement on the students' behavior. Time to time, they got more serious during the lesson and enthusiastic to write. They were also motivated to write because of the existence of the peer response. They had been able to take advantages of the peer response technique.

By the existence of the peer response, they seemed more confident revising their draft based on the feedback or comments from their friends. Most of them had been more confident and able to write faster. The improvement on the students' writing ability is proven by the students' writing products that got better and the decreasing of the mistakes that the students made after they got the peer response technique. The students also felt the improvement by themselves. They became aware more about the mistakes in the past tense through the peer response. It influenced their quality of their revisions in the revision stage. Most students also started to be able to choose the appropriate words considering the context and use various words. Dealing with the language use, the use of the past tense inappropriately reduced and there were only some errors in irregular verbs. Most students had been able to produce their writing better. The use of the correct spelling, punctuation and capitalization also support it.

From those all findings, the researcher concluded that the students got significant improvements in those all aspects after the implementation of the



peer response technique in their teaching–learning process of writing. The improvements of students’ writing skills are supported by the quantitative data which is shown in the previous part. The implementations of the peer responses activities within those cycles are also effective to improve students’ motivation in the teaching-learning process of writing. Through the implementation of the technique, the students maximize their performances in their writing since they are going to be ashamed to have many mistakes on their writing hence their writing skills are improved. Moreover, each student is now also able to be more care of their friends’ writing since they are assigned to read, to pay attention and then, to give responses to their friends’ writing. In addition, the various activities and tasks in the cycles had also supported and helped the students to get ready for producing good writing.

From the explanation above, it can be concluded that the use of peer response can improve the writing ability of grade VIII students at SMP 3 Berbah. The researcher and the English teacher as the collaborator agreed that the implementation of peer responses was successful to improve students’ writing skills. The researcher and the English teacher agreed to stop the research in Cycle 2 since the objective of the research has been achieved. In addition, the actions conducted during the research could also improve the students’ motivation and attention.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter presents the conclusions of the research, implications, and the suggestions. Each section will be described as follows.

#### **A. Conclusions**

The research study conducted in SMP 3 Berbah, was held from January to April 2014. The researcher involved 22 students of the class VIII D as the research subject and the English teacher as the collaborator. The aim of this action research is to improve the students' writing ability through the peer response technique. The research had acquired both qualitative and quantitative data related to the use of the peer response in improving the writing ability of grade VIII students at SMP 3 Berbah.

As stated in the discussion in the previous chapter, it can be concluded that the use of the peer response technique is believed to be effective in improving the students' writing ability. Peer response helped the students in generating ideas, organizing texts and improving their vocabulary mastery. It also helped them to use correct grammar and proper mechanics. The valuable comments and feedback from peers also raised their confidence.

From the Cycle 1, the researcher concluded that there were some improvements on the students writing ability and also there was an improvement on their behavior toward the teaching-learning process, especially in writing. The students were able to give more supporting detail in their writing. The students were able to write a text as required and the text was

in better organization. They could use more appropriate and correct words. It can be concluded that peer response could improve the students in generating ideas, the organization of the text, and the vocabulary. However, the researcher and the collaborator continued to the next cycle because there were still some problems related to their language use and mechanics.

From the Cycle 2, the researcher found that they began to get full understanding of the peer response. Since their draft would be read by their peers they were more motivated to write better. The comments and feedback from their peers raised their confidence to write. The researcher also could conclude that the students had been able to write the text with complete parts. They also used correct grammar and pronouns in their writings. In their writings, they also used the correct punctuation and capitalization. The main focus of the Cycle 2 which was the language use and the mechanics aspects had been also achieved by the students. The students also made considerable improvement in their writing. It could be seen from their writings.

During the meetings, they also showed positive response toward the teaching and learning process. They looked more serious in the teaching-learning process as well. The students were not reluctant to join the lesson and to do the tasks. Besides that, they enjoyed the implementation of the peer response technique in the writing class. It was because the peer response gave them chances to get valuable comments and feedback from their peers. The feedback made them more confident to write. The peer response also trained them to write to a real reader and became a critical reader for their own writing.

Therefore, they will be more motivated to write better. Since it was also a new way in learning writing for them, it was able to attract their attention in writing.

In terms of the quantitative data, there was an improvement on the students' writing ability. It could be seen from the students' scores obtained from the accumulation of the scores in the five aspects that the students' achieved in the pre-test, the Cycle 1, the Cycle 2 and the post-test also showed the effectiveness of the technique in improving the students' writing ability. The mean of the students' scores improved from 8.00 to 14.34. It means that the research was successful in making improvements. In addition, to avoid bias in scoring, the collaborator also scored the students.

From the facts above, it can be concluded that the peer response was successful in improving the students' writing ability and attitude towards the teaching and learning process of writing.

## **B. Implications**

Based on the conclusion above, the implications of the action research are as follows.

1. Peer response was effective to improve the students' writing ability. The students in learning writing need valuable feedback about what to avoid and what to improve in their writing. Through the technique, the students got more acceptable and valuable feedback in the form of peers comment on their writing. It made them able to see the mistakes to avoid. Moreover, the peers can suggest any advice to make their writing better. Therefore, it

helped the students in generating their ideas easily through comments from peers. By using the peer response, the students were also able to improve their skills in organizing a text since their peers will show if their organization have not completed. The peers also will give some feedbacks and comments to use various and appropriate words in their writings. Besides that, the peers' feedback in their writing reminded them to use correct grammar, punctuation and capitalization. It implies that the peer response can improve students' writing in revising stage.

2. The use of peer responses could improve the students' motivation in writing teaching learning process. Since the students' writings were corrected and given some responses by their friends, they were motivated to maximize their writing to get better. The students, with their characteristics as adolescents, would be ashamed to make many mistakes in their writing in front of their friends. Moreover, the use of the peer responses could decrease the boredom in the teaching learning process of writing. In addition, since they got feedback from peers before they submitted the writing work to the teacher, they became more confident to write eventually. Therefore, it implies that the English teacher needs to use the peer response in order to improve the students' motivation in writing.
3. The activity of the peer response could also increase the interaction between students and other students, between students and the teacher. Besides, it could provide students with the writing process including

planning, drafting, editing, and final draft. Through the peer responses, the students had to interact with others. They should read, analyze, and give responses to their friends' writing and finally give the writing back to the owners. Thus, the students were demanded to be more careful and responsible to each other. Meanwhile, the English teacher was a controller who ensured the English teaching learning process in the class could run well. Moreover, it could promote student-centered learning. The teacher can use the peer response in order to make effective interaction and interesting writing activities. It also influenced the students to have better attitude toward the English lesson.

### **C. Suggestions**

After conducting the research, the researcher gives several recommendations for the students, the English teacher, and other researchers. They are presented below.

#### **1. To the students**

The English teaching and learning process can run effectively if every participant involved gives positive contribution. Thus, the students as the subject and object in the teaching and learning process should actively participate in the activities during the class. If they feel that English is a difficult subject to be learned, they should learn it seriously and not to ignore the lesson. In relation to the writing ability, the students should keep practicing to improve their ability. They need to avoid their laziness to

write. In the implementing the peer response technique, they should be more serious to give feedback to their peers.

## **2. To the teachers**

It is important for English teachers in SMP 3 Berbah to provide enough time allocation to teach writing. They should teach interesting writing activities that creates interactive communication in the class room. English teachers also need to create enjoyable atmosphere in the classroom to improve students' writing skills yet appropriate with the needs. Moreover, the writing process such as planning, drafting, editing, and producing a final draft should be applied in writing. Thus, the use of the peer response is suggested as a solution to be applied in the writing process especially in the editing stage. In addition, the teacher has to create clear procedure before implementing the peer response technique to succeed the learning process.

## **3. To other researcher**

The use of the peer response can improve the students' writing ability. Further researchers are recommended to use the peer response on different grades of education to see the effectiveness of the technique in improving the students' writing ability. They may also conduct research on other text type as peer responses are adaptable, they can also be used for other levels of language learners. It is also suggested that the results of this research can be used as an input in conducting another research.

## REFERENCES

- Al-Jamal, Dina. (2009). *The Impact of Peer Response in Enhancing Ninth Grader' Writing Skill*. Jordan: Mu'tah University. <http://libback.uqu.edu.sa/hipres/MAGZ/3200020-8.pdf>. Retrieved on August, 8th, 2013.
- Bell, James H. (1991). *Using Peer Response Groups in ESL Writing Classes*. tesl canada journal/revue tesl du canada vol.8, no.2, march. Retrieved on September 11th, 2013.
- Badan Standar Nasional Pendidikan (BSNP). (2006). *Standar Kompetensi dan Kompetensi Dasar Tingkat SMP dan MTs*. Jakarta: Depdikbud.
- Benesch, Sarah.------. *Improving Peer Response: Collaboration between Teachers and Students*. Journal of Teaching Writing. Retrieved on September 11th, 2013.
- Brewster, Jean et al. (2000). *The Primary English Teacher's Guide*. (New Edition). Essex: Penguin Press
- Brown, D. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman
- \_\_\_\_\_. (2001). *Teaching Writing for Academic Purposes*. Cambridge: Cambridge University Press.
- \_\_\_\_\_. (2004). *Language Assessment Principles and Classroom Practices*. New York: Pearson Education, Inc
- \_\_\_\_\_. (2007). *Teaching by principles: Interactive Approach to Language Pedadogy*. (3rd Edition). New York: Longman
- Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. New York: Cambridge University Press.
- \_\_\_\_\_. (2010). *Doing action research in language teaching: A guide to practitioners*. London & New York: Routhledge.
- Celce-Murcia, Morianne. (2001). *Teaching English as A Second or Foreign Language*. (3rd Edition). Boston: Heinle & Heinle Publishing.
- Carney, T. H. (1990). *Teaching Reading Composition*. Buckingham: Open University Press Burns and Smith limited.



- Ferris, R. D. (2003). *Response to Student Writing: Implications for Second Language Students*. London: Lawrence Erlbaum Associates, Inc.
- Flash, Pamella. (2008). *Creating Effective Peer Response Workshops*. The University of Minnesota. [http://writing.umn.edu/tww/responding\\_grading/peer\\_workshop.html](http://writing.umn.edu/tww/responding_grading/peer_workshop.html). Retrieved on August 1st, 2013
- Fujieda, Yutaka. *Perceptual Change Toward Peer Response: How Writers Incorporated Feedback Into Revisions*. 共愛学園前橋国際大学論集 Journal: Mar. 2007 No: 07 Retrieved on September 10th, 2013.
- Harmer, Jeremy. (2001). *The Practice of English Language Teaching (Third Edition)*. London: Longman.
- \_\_\_\_\_. (2006). *How to Teach Writing*. Cambridge: Longman.
- \_\_\_\_\_. (2007). *The Practice of English Language Teaching.(4th Edition)*. Cambridge: Longman.
- Jahin, Jamal Hamed. (2012). *The Effect of Peer Reviewing on Writing Apprehension and Essay Writing Ability of Prospective EFL Teachers*. <http://ro.ecu.edu.au/ajte/vol37/iss11/4>, Australian Journal of Teacher Education Volume 37 | Issue 11 Article 4. Retrieved on September 6th, 2013.
- Kitchakarn, Orachorn. (2007). *Incorporating Peer Response to Writing Process*. Bangkok University. [http://www.bu.ac.th/knowledgecenter/executive\\_journal/july\\_sep\\_12/pdf/aw09.pdf](http://www.bu.ac.th/knowledgecenter/executive_journal/july_sep_12/pdf/aw09.pdf). Retrieved on June, 28th 2013.
- Langan, John. (2008). *College Writing Skill with Readings. (7th Ed)*. New York: Mc. Graw Hill.
- Levy, C. M. & Ransdell, S. (1995). *Is writing as difficult as it seems?* .Memory & Cognition. 23, 767-779.
- Manion, L., Cohen, L. and Morrison, K. (2010). *Research methods in education. 5<sup>th</sup> ed*. London and New York: Routledge.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: The McGraw-Hill Company, Inc.
- Reid, Joy M. (1993). *Teaching ESL Writing*. Englewood Cliffs, NJ: Prentice hall regents.

- Rijlaarsdam, G., Braaksma, M., Couzijn, M., Janseen, T., Kieft, M., Broekkamp, H., & Van den Bergh, H. (2005). *Psychology and the teaching of writing in 8000 and some words*. Pedagogy-learning for teaching BJEP Monograph series II, 3, 127-153.
- Richard, Jack C. & Renandya, Willy A. (2002). *Methodology in Language Teaching*. New York: Cambridge University.
- \_\_\_\_\_. (2003). *Methodology in language teaching: An anthology of current practice (3rd ed.)*. Cambridge: Cambridge University Press.
- Schaffer, Jane. (1996). *Peer Response That Works*. Journal of Teaching Writing Volume 15.1. Retrieved on September 20th, 2013.
- Tang, Gloria M. and Joan Tithecott. (1999). *Peer Response in ESL Writing*. tesl canada journal/la revue tesl du canada vol.16, NO.2, TESL Canada Journal, No. 2, Vol.16, pp. 20-38. Retrieved on September 10th, 2013.
- Urquhart, V. & McIver, M. (2005). *Teaching Writing in the Content Areas*. Aurora: McREL.
- Weigle, C. Sara. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.
- Westwood, Peter. (2008). *What Teacher should Know about Reading and Writing Difficulties*. Victoria, Australia: Acer Press.
- Widiati, Utami. (2002). *Trained Peer Response to Develop EFL Students' Positive Attitudes toward Peer Response*. <http://journal.teflin.org/index.php/teflin/article/viewFile/66/25>. Retrieved on September 13th, 2013.

# **APPENDICES**

## **A. FIELD NOTES**

No : FN. 01  
 Hari, tanggal : Sabtu, 24 August 2013  
 Tempat : Ruang Kelas 8D  
 Kegiatan : Observasi  
 Responden : P : Peneliti  
               GBI : Guru Bahasa Inggris  
               S : Siswa

R tiba disekolah pukul 10.30 dan bertemu dengan petugas piket. R mengutarakan maksud kedatangan, lalu petugas piket mengantarkan R bertemu dengan ET di kantor. R bertemu dengan ET dan ET berkata, “oh, iya mas, masih nanti og mas, jam 10.50 setelah istirahat, njenengan tunggu dilobi dulu ya.” ET mengutarakan maksudnya, “iya Pak, nanti saya rencananya observasi ikut masuk kelas Pak.” ET menjawab, “nggih.. nggih mas.” R menunggu dilobi depan.

Pukul 10.50 ET memasuki kelas dan R ikut dibelakangnya. ET menuju meja guru di depan kelas dan menaruh tas; sementara R duduk di belakang. Pada saat itu kelas masih gaduh karena baru saja selesai istirahat. ET, “Are you ready for the lesson ?” siswa ada yang menjawab, “bentar Pak..” ET lalu mempersilahkan siswa untuk segera menghabiskan makanannya masing-masing. Setelah itu pelajaran dimulai dengan ET memberikan salam, menanyakan presensi kehadiran siswa apakah ada yang tidak masuk.

ET menerangkan, “ya hari ini sesuai janji saya kemaren adalah kalian akan menulis dialogue tentang materi yang kemaren ya..” ET menjelaskan penilaian dan apa yang harus diperhatikan siswa tentang penulisan dialogue nya dan menyuruh siswa nantinya untuk mengumpulkan pekerjaannya.

Ss diberi waktu 15 menit untuk menuliskan dialogue singkat tentang offering things to other. Materi tersebut sudah mereka pelajari kemaren dan sebagian Ss sudah mempersiapkannya dari rumah.

ET berkata, “Ok, waktunya habis ya dan sekarang waktunya kalian untuk maju ke depan dan mempraktekkan dialogue dengan teman satu meja.” Beberapa Ss masih sibuk sendiri dan yang lain, “bentar Pak, dikit lagi.” Ada yang memanggil ET, “Pak, kalo kayak gini betul nggak ?”, yang lain, “Pak punya saya ini betul nggak?”

Beberapa siswa berebutan bertanya dengan ET dan ET tidak bisa mendatangi siswa satu persatu dan mengecek pekerjaan mereka. Siswa terlihat kurang percaya diri akan pekerjaan mereka dan langsung menanyakan kepada guru untuk diberi koreksi. Ketika guru memberi koreksi kepada siswa pun guru tidak bisa menyeluruh karena terbatasnya waktu.

Lalu ET mempersilahkan siswa untuk menjadi volunteer mengawali maju kedepan kelas. Tidak ada satupun siswa yang merespon dan mereka terlihat malah saling melempar menyuruh temannya untuk maju. Lalu guru mencoba memanggil nama mereka agar ada yang segera maju dan para siswa bergantian maju berdua dengan teman semeja untuk mempraktekkan dialoguenya. Ketika praktek berdialogue didepan, mereka beberapa terlihat biasa dan lancar, akan tetapi beberapa yang lain terlihat malu-mau dan beberapa masih banyak yang mispronounce. Mereka juga masih terlihat hapalan dari teks yang mereka buat dan

tidak berani mengeksplor. Setelah mereka maju guru memberikan apresiasi dengan mengatakan “Ok, good, give applause, and next..” selalu seperti itu. Intonasi mereka pun masih datar seerti membaca dan tidak memperhatikan intonasi tanda baca.

Setelah semua selesai praktek guru memberikan sedikit koreksi tentang apa yang salah pada pekerjaan mereka. Kebanyakan mereka mendapatkan koreksi dari tulisan mereka yang beberapa masih terbatas pemahamannya dalam vocabulary dan part of speech. Seperti mereka menulis “platter rice” yang seharusnya “plate of rice”. Mereka menulis “Would you like it?” yang seharusnya “Do you like it?” dan “I want eat.” yang seharusnya “I want to eat.”

Dialogue yang siswa tulis pun hampir sama semua karena meniru contoh dibuku; dan ketika ada teman yang maju banyak siswa malah berbincang dengan teman semeja.

Setelah semua maju, guru menanyakan “now, which one is the best?” siswa pun menjawab, “semua Pak,,” ada yang berani menjawab “punya saya aja Pak.. haha” setelah itu beberapa kesalahan yang dibuat pada dialogue dibahas koreksinya didepan kelas. Beberapa siswa memerhatikan akan tetapi yang lain terlihat bingung dan beberapa yang lain masih asyik mengobrol. Sementara itu ET hanya memperingatkan mereka beberapa kali. ET juga menyarankan mereka untuk mempraktekkan apa yang telah dipelajari di rumah bersama keluarga atau teman.

Setelah itu guru melanjutkan ke materi selanjutnya. ET,”Ok, now we will continue our material, that is expression of ‘denying’.” “Do you know ‘denying’?” Siswa menjawab, “Gak tahu pak”, ada yang menjawab “itu pak yang menolak-menolak itu.” ET melanjutkan, “iya jadi kita akan belajar ‘Denying and admitting fact’ atau ‘menolak danenerima fakta’ yaa.”

Lalu ET memberikan contoh percakapan yang digunakan dalam expression ini di daily life. Siswa diminta mendengarkan dan menyebutkan isi dialogue nya. Siswa banyak yang bingung. ET pun memberikan bantuan dengan memberikan pertanyaan tentang isi dialogue. Para siswa masih banyak yang bingung walaupun guru sudah mengulangi dialogue nya sampi 3 kali. Lalu ET menjelaskannya dan para siswa mulai paham. Lalu guru menuliskan isi dialogue dan expression tentang ‘Denying and Admitting fact’ di papan tulis dan siswa mencatat di bukunya masing-masing.

Setelah itu guru menerangkannya dan memberi contoh lagi, beberapa siswa malah ada yang mengobrol dan sibuk sendiri. Mereka terlihat bosan dan mengantuk. Bahasa Inggris adalah jam terakhir pada hari ini.

Dan bel pulang pun berbunyi. Siswa lalu berteriak “Pak bel pak..” dan ET menutup kelas dan menyuruh siswa untuk mempelajari dan browsing tentang materi yang sudah dipelajari hari ini di rumah, dan diakhiri dengan salam.

No : FN. 02  
 Hari, tanggal : Rabu, 15 Januari 2014  
 Tempat : Ruang Kelas VIII D  
 Kegiatan : Cycle 1; Meeting 1  
 Responden : P : Peneliti  
                   GBI : Guru Bahasa Inggris  
                   S : Siswa

1. Pada pukul 08.20, P dan GBI memasuki kelas bersama. GBI langsung mempersilahkan P untuk memulai pelajaran, sementara GBI duduk di belakang sebagai *observer*.
2. P memulai pelajaran dengan memberi salam kepada siswa, mengecek presensi, dan memimpin doa.
3. Selanjutnya P menanyakan tentang *pretest* yang telah dilaksanakan dan apa yang S tulis. S mengatakan bahwa *pretest* susah dan ada yang menjawab menulis tentang rapat OSIS.
4. P lalu menjelaskan bahwa rapat OSIS tersebut sudah terjadi, dan text yang berisi cerita yang telah terjadi disebut *recount text*. Lalu P menjelaskan bahwa hari ini akan belajar tentang *recount text*.
5. P lalu menjelaskan tentang definisi, fungsi, generic structure, dan language feature dari *recount text*. Karena materi tersebut sebagian sudah diajarkan pada sem. 1, para S lekas bisa memahami. P juga mempersilahkan para S untuk bertanya bila ada yang masih membingungkan.
6. Selanjutnya, S diminta membaca sebuah text berjudul "Meeting a Star" lalu mengidentifikasinya. P berkeliling kelas sambil membantu kesulitan S. Banyak S yang tidak membawa kamus. S mengerjakan secara berpasangan.
7. Lalu S diminta melanjutkan ke Task 2. Mereka membaca recount text pada text 2 dan menjawab beberapa pertanyaan pemahaman dibawah text. Task ini ditujukan untuk mengecek pemahaman siswa ketika membaca sebuah recount text. S mengerjakan secara berpasangan.
8. Beberapa S sudah bisa memahami dan menjawab pertanyaan dengan lancar. P harus membantu sebagian S yang masih kesulitan.
9. Selanjutnya adalah writing activity. S diminta melengkapi kalimat-kalimat rumpang dengan verb dan time connectives yang sesuai yang telah disediakan dalam box. S juga harus memperhatikan penggunaan huruf besar pada awal kalimat. Karena jam pelajaran akan segera selesai, P mengajak para S untuk mengerjakan bersama-sama.
10. Beberapa dari mereka dapat menjawab dengan cepat, sementara yang lain masih suka bertanya pada S yang lainnya. Kesulitan S di sini adalah pada penggunaan past verbs. Mereka juga kesulitan untuk menggabungkan kalimat-kalimat tersebut menjadi sebuah recount text yang baik. P harus berkeliling kelas dan membantu kesulitan mereka. Mereka lalu mengoreksi bersama-sama. Sebagian besar siswa sudah dapat mengerjakan dengan benar.
11. P lalu menanyakan pada S bila ada kesulitan. Bell berbunyi dan P segera menutup pelajaran dengan memimpin doa dan mengucapkan salam. P berpesan agar S membawa Kamus pada pertemuan selanjutnya.

No : FN. 03  
 Hari, tanggal : Sabtu, 18 Januari 2014  
 Tempat : Ruang Kelas VIII D  
 Kegiatan : Cycle 1; Meeting 2  
 Responden : P : Peneliti  
               GBI : Guru Bahasa Inggris  
               S : Siswa

1. Pada pukul 10.50, P dan GBI memasuki kelas. P langsung menuju meja depan untuk memulai pelajaran, sementara GBI duduk di belakang sebagai *observer*.
2. P memulai pelajaran dengan memberi salam kepada siswa, mengecek presensi, dan memimpin doa.
3. P juga mengatakan bahwa fokus pelajaran hari ini adalah pada tahap mulai membuat draft recount text.
4. Pertama, P mengajak S untuk membaca teks pada task 2 dan menjawab pertanyaan yang tersedia.
5. Di pertemuan ini S sudah membawa kamus. Akan tetapi, karena kamus mereka tidak terlalu lengkap mereka juga masih sering bertanya.
6. Setelah S bisa menjawab semua pertanyaan, P mereview pemahaman S tentang recount text pada text tersebut dengan menanyakan organization of the text, time connectives, dan past verbs.
7. Pada cycle 1 ini, P menggunakan recount diagram sebagai pengantar siswa memulai menuliskan draft recount text mereka.
8. Sebelum S memulai menuliskan draft, P menjelaskan terlebih dahulu fungsi dan cara menggunakan recount diagram.
9. P juga menjelaskan kembali point-point penting dalam menulis recount text seperti apa yang harus dituliskan pada masing-masing bagian recount text, penggunaan time connectives untuk menyambungkan sequences, serta penggunaan past verbs pada recount text.
10. S mendengarkan penjelasan tersebut lalu selanjutnya mereka mencoba mengisi latihan past verbs yang tersedia pada table. Sebagian S laki-laki meminta penjelasan ulang karena beberapa dari mereka mengobrol ketika penjelasan tadi.
11. Lalu, P menjelaskan bahwa dalam menulis, setelah S telah menemukan ide tentang tulisannya, mereka harus membuat draft. P juga mengatakan bahwa pada hari itu, para S akan membuat draft tulisan mereka, mereka bisa menggunakan diagram yang telah dijelaskan sebagai bantuan.
12. P juga mengatakan bahwa pada pertemuan selanjutnya, mereka akan belajar merevisi draft tersebut dengan menggunakan peer response teknik supaya final draft mereka lebih baik. P juga menjelaskan sedikit tentang peer response.
13. Untuk menggali ide S, P menanyakan tentang piknik. Para S antusias menjawab dan melontarkan idenya.
14. P menyuruh S untuk menulis tentang piknik yang telah mereka laksanakan sebelumnya.



15. S bekerja perpasangan saling mewawancarai tentang piknik masing-masing pernah lakukan. Hal ini juga untuk menggali memori dan ide mereka untuk menulis draft. Kegiatan tersebut ada di task 3. S terlihat ramai berwawancara.
16. Selanjutnya, berdasarkan hasil wawancara, mereka boleh langsung menuangkan ide mereka pada diagram yang tersedia di task 3.
17. Para S memulai mengisikan diagram dengan ide cerita masing-masing. Beberapa mereka sering bertanya kepada P dan S yang lain.
18. Setelah recount diagram terisi, para S boleh langsung menuliskan draft mereka pada student worksheet yang tersedia.
19. P berkeliling kelas sambil mengecek pekerjaan S dan membantu S bila ada kesulitan.
20. Di sini, kesulitan siswa adalah pada events dan re-orientation. Mereka juga masih belum menggunakan past verb pada recount text mereka.
21. Sambil menunggu S mengumpulkan draft mereka, memberi kesimpulan pelajaran hari itu dan menanyakan kesulitan siswa.
22. Setelah semua draft S dikumpulkan, P memimpin doa, menutup dengan salam dan meninggalkan kelas.

No : FN. 04  
 Hari, tanggal : Rabu, 22 Januari 2014  
 Tempat : Ruang Kelas VIII D  
 Kegiatan : Cycle 1; Meeting 3  
 Responden : P : Peneliti  
                   GBI : Guru Bahasa Inggris.  
                   S : Siswa

1. Pada pukul 08.20, P dan GBI memasuki kelas. P langsung menuju meja depan untuk memulai pelajaran, sementara GBI duduk di belakang sebagai *observer*.
2. P memulai pelajaran dengan memberi salam kepada siswa, mengecek presensi, dan memimpin doa.
3. P mengatakan pada S pada hari itu fokus pelajaran pada pengimplementasikan peer response dan menulis final draft.
4. P lalu meriview sedikit tentang pelajaran kemarin. S mengatakan bahwa kesulitan mereka pada bagian events.
5. S diminta membaca 2 jenis teks di task 1. Mereka lalu diminta untuk mengidentifikasi teks manakah yang merupakan recount text.
6. Setelah membacanya, S dengan cepat dapat menyebutkan bahwa teks kedua yang merupakan recount text.
7. Lalu S diminta mengidentifikasi generic structure, the organization, dan language feature dari teks tersebut. Mereka Nampak telah mampu mengerjakannya dengan baik, hanya kesulitan pada bagian past verbs.

8. S juga mencoba memberi komentar pada recount text tersebut untuk belajar sebelum memasuki kegiatan peer response yang sesungguhnya.
9. P lalu membagikan kembali draft pada S dan juga peer response sheet serta work sheet yang baru untuk menuliskan final draft. P lalu menjelaskan apa yang harus dikerjakan oleh para S selanjutnya. Setelah paham, P mempersilahkan mereka untuk mulai bekerja.
10. S membentuk grup yang berisi 4/5 orang. Mereka lalu saling menukarkan draft mereka dan membaca draft tersebut. Setelah itu para S bisa bersiskusi dalam mengoreksi dan memberikan komentar akan draft tersebut pada peer response sheet yang tersedia. Dan setelah selesai, mereka mengembalikan draft dan peer response sheet kepada pemilik draft agar mereka merevisi draftnya berdasarkan koreksi dari temannya.
11. P berkeliling kelas sambil mengecek pekerjaan S dan membantu kesulitan mereka. Setelah semua selesai, P mengumpulkan pekerjaan para S, menanyakan kesulitan siswa, dan menutup pelajaran.

No : FN. 05  
 Hari, tanggal : Sabtu, 25 Januari 2014  
 Tempat : Ruang Kelas VIII D  
 Kegiatan : Cycle 2; Meeting 1  
 Responden : P : Peneliti  
                   GBI : Guru Bahasa Inggris.  
                   S : Siswa

1. P masuk kelas pada pukul 10.50. Pada hari itu, GBI meminta izin untuk datang terlambat. Setelah mengucapkan Salam, memimpin doa, dan mengecek presensi siswa, P memberi tahu bahwa dilihat dari hasil tulisan S terlihat ada peningkatan dari S. Mendengarkan hal tersebut, para S terlihat senang dan antusias. P juga menjelaskan fokus pelajaran hari tersebut.
2. Setelah itu, P membagikan hasil tulisan S yang telah dinilai. Karena cara menilai P berbeda dengan guru mereka, para S terlihat bertanya-tanya maksud simbol dan angka yang tertera pada tulisan mereka. P lalu menjelaskan tentang cara penilaian yang dilakukan, setelah diberi penjelasan dan contoh, mereka menjadi paham dan saling melihat pekerjaan temannya. Pada hari ini, untuk memberikan semangat S dalam menulis, P memberikan hadiah bagi beberapa S yang mendapat nilai tinggi.
3. Untuk sedikit mereview pemahaman mereka tentang recount text, pada task 1, S diminta melengkapi sebuah recount text yang berbentuk surat yang rumpang. Sudah tersedia verbs di dalam box, dan S harus mengubah terlebih dahulu verbs tersebut menjadi past verb sebelum dimasukkan ke dalam teks rumpang tersebut. Setelah itu, para S melingkari time connectives yang ada dalam teks dan mengidentifikasi generic structure. Pada task ini, para S terlihat

menikmati tugas mereka, mereka tidak terlalu mendapat banyak kesulitan. Pemahaman mereka pada recount text sudah cukup baik.

4. Selanjutnya, P memberi tahu bahwa kesalahan S pada hasil tulisan yang kemarin adalah banyak terlihat pada penggunaan past tense. Maka dari itu, P mengatakan mereka akan belajar tentang Simple Past Tense. P memberi contoh kesalahan pada S dan membahas koreksi dari kalimat yang salah tersebut. P lalu mengajak S membahas rumusan Simple Past Tense yang tersedia di task 2. S Nampak memperhatikan dan antusias. Hanya beberapa siswa yang duduk dibelakang yang harus sering diingatkan karena masih sering mengobrol. P setelah itu juga mengajak para S untuk membuat contoh-contoh kalimat untuk mempertajam pemahaman mereka. Sebagai tambahan, P juga menjelaskan tentang regular dan irregular verbs.
5. Pada task selanjutnya, para S melengkapi teks rumpang dengan time connectives yang sesuai yang tersedia dalam box. Setelah itu, mereka juga harus melingkari past verbs yang ada. Mereka Nampak tidak memiliki kesulitan dan dapat mengerjakan dengan cepat.
6. Untuk lebih melatih sensitifitas S dalam mengoreksi dan memberikan komentar pada sebuah teks, P mnunutkan salah satu pekerjaan S yang sudah disembunyikan identitas penulisnya. Ini juga untuk memperdalam pemahaman siswa tentang penggunaan past tense dalam menulis recount teks. Mereka Nampak antusias dan menebak-nebak pekerjaan siapakah itu. Mereka juga bersemangat memberi komentar pada contoh teks itu. P memandu mereka dalam mengoreksi contoh tersebut per kalimat.
7. Setelah selesai, ternyata waktu juga akan habis. P mereview pelajaran hari ini dan menanyakan kesulitan S. Setelah tidak ada pertanyaan lagi, P memimpin doa dan menutup pelajaran.

No : FN. 06  
 Hari, tanggal : Rabu, 29 Januari 2014  
 Tempat : Ruang Kelas VIII D  
 Kegiatan : Cycle 2; Meeting 2  
 Responden : P : Peneliti  
                   GBI : Guru Bahasa Inggris.  
                   S : Siswa

1. Pelajaran dimulai pukul 08.20. Setelah para S tenang, P memulai pelajaran dengan mengucapkan Salam, mengecek presensi siswa dan memimpin doa. P memberi tahu pada hari itu S akan membuat draft recount text dengan cara yang berbeda. Beberapa S mengeluh, “Ah, mosok nulis lagi Mas.. Capek Mas.” Setelah P memberikan sedikit motivasi, suasana kelas membaik.
2. Pada task 1, S hanya mendapat 3 teks dan tugas mereka hanya menentukan teks mana yang merupakan recount teks. Dengan hanya membaca sekilas, mereka langsung bisa menyimpulkan teks terakhirlah yang merupakan recount teks. Mereka sudah mulai peka pada bentuk recount teks. Setelah itu, para S

diminta untuk mengidentifikasi recount tersebut pada organization dan language feature-nya.

3. Setelah itu, P mengajak S melakukan kegiatan Peer Response secara bersama-sama lagi. Pada pertemuan ke lima ini, S dengan kelompok baris tempat duduknya diminta untuk berdiskusi terlebih dahulu sebelum memberi komentar dan mengoreksi contoh teks yang ditampilkan. Mereka antusias karena nampaknya sudah mengetahui manfaat peer response. Setelah selesai berdiskusi, perwakilan dari grup akan menyampaikan komentar mereka dan anggota grup lain boleh setuju atau menambahkan. Begitulah seterusnya. Para S Nampak sudah lebih kritis.
4. Selanjutnya, sebelum melanjutkan pada inti pelajaran, S diminta untuk mengubah verbs yang ada pada teks di task 2 menjadi past verbs. Karena mengerjakan berpasangan, mereka tidak mendapat kesulitan berarti.
5. Karena pada cycle sebelumnya S nampak kesulitan dalam menyusun events dengan susunan yang baik, kali ini P akan menjelaskan Story line yang akan membantu mereka menyusun events lebih baik pada recount text mereka. Dengan teks yang ada, P menjelaskan cara penulis teks tersebut menyusun events-nya dan bagaimana nanti S dapat menggunakan story line tersebut untuk menulis recount text mereka. Beberapa S menanyakan bagian yang masih membingungkan. Setelah selesai, P membagikan worksheet.
6. Para S sekarang dapat menuliskan draft mereka dalam worksheet dengan bentuk worksheet yang berbeda. Worksheet kali ini berbentuk seperti article dalam surat kabar. Para siswa Nampak antusias. P memberi tahu S dapat menggunakan story line untuk membantu mereka menulis draft tersebut. Dalam worksheet juga sudah disediakan contoh time connectives, past verbs dan adjectives yang bisa digunakan oleh S.
7. P berkeliling kelas sambil mengecek pekerjaan mereka dan membantu kesulitan S. Setelah semua selesai, P mengumpulkan semua draft dan mereview pelajaran hari ini. Sesaat sebelum bel berbunyi, S memimpin doa dan menutup pelajaran.

No : FN. 07  
 Hari, tanggal : Rabu, 05 Februari 2014  
 Tempat : Ruang Kelas VIII D  
 Kegiatan : Cycle 2; Meeting 3  
 Responden : P : Peneliti  
                   GBI : Guru Bahasa Inggris.  
                   S : Siswa

1. Karena ada suatu tugas, jadwal pertemuan keenam diundur 1 minggu.
2. Pada tanggal 5 February, P kembali datang pukul 08.20 ke kelas dan mengatakan alasan diundurnya pertemuan keenam. Setelah memimpin doa dan mengecek presensi S, pelajaran dimulai. Hari ini adalah pertemuan terakhir di

cycle 2 dan S akan merevisi draft yg kemarin. P lalu sedikit mereview pelajaran kemarin dan menanyakan kesulitan S.

3. Setelah membagikan handout, worksheet, dan peer responsheet kepada para S, P menuruh S mengerjakan task 1. Di sini, S mengubah verb yang ada kedalam past verbs supaya teks tersebut menjadi recount text yang baik. Ini untuk mengingatkan S tentang penggunaan Simple Past Tense. Secara berpasangan mereka mengerjakan dengan serius. Beberapa S laki-laki dibelakang sedikit membuat keributan. Setelah selesai, P dan S membahas bersama-sama. Banyak S yang sudah mengerjakan dengan benar, beberapa kesalahan mereka dalam kata 'wake, up, think, dan can'. Setelah itu, mereka diminta memberi komentar tentang recount text tersebut.
4. Pada task 2, S diminta menyusun kalimat acak menjadi sebuah recount text yang baik dan benar. Selanjutnya mereka diminta juga memberi judul yang sesuai. S bekerja dalam grup. P berkeliling kelas dan mengecek pekerjaan S. pada awalnya mereka kebingungan dalam menentukan orientation dan P harus memandu mereka. Para S bekerja dengan mudah karena mereka bekerjasama dalam grup.
5. Selanjutnya adalah waktu untuk merevisi draft yang kemarin. Untuk hari ini P menempel semua draft di dinding kelas. Lalu S mengambil nomer undian. Nomer undian yang didapat S menandakan draft nomer berapa yang harus dia review. Setelah semua S mendapat bagian masing-masing, mereka boleh mendiskusikan dengan temannya bagaimana mengomentari dan memberi saran pada draft temannya tersebut. Peer response sheet juga telah disederhanakan agar tidak membingungkan S. S terlihat bersemangat dan antusias dalam kegiatan tersebut. P berpesan agar S bersungguh sungguh dalam memberi komentar dan saran pada temannya untuk membantu temannya. Karena mereka boleh berdiskusi, kelas Nampak sedikit ramai tapi masih terkendali. P berkeliling kelas dan membantu kesulitan S. Agar para reviewer lebih jeli, P juga meminta mereka menggaris bawahi action verbs yang ada dalam teks temannya.
6. Setelah semua selesai, S diminta mengembalikan draft dan peer response sheet kepada pemilik draft. Sekarang pemilik draft bisa langsung merevisi berdasarkan komentar dan saran dari temannya. Mereka nampak serius karena ingin mendapatkan nilai yang lebih baik dan malu pada temannya kalo nilainya tidak baik. Beberapa S bertanya kepada reviewer mereka maksud dari komentarnya dan sebagian yang lain bertanya pada P meminta saran. Para S terlihat lebih cepat dan lebih baik dalam merevisi draft mereka berdasarkan komentar dan saran dari temannya.
7. Setelah semua selesai, para S boleh langsung mengumpulkan final draft mereka pada P. Pelajaran hari itu berjalan lancar. P segera memimpin doa dan menutup pelajaran dengan mengucapkan salam.

## **B. INTERVIEW GUIDELINES AND INTERVIEW TRANSCRIPTS**

## INTERVIEW GUIDELINES

### A. Before Implementation

#### a. For the teacher

##### Blueprint

No	Topic Areas	Item Number	Number of Items
1.	Activities in teaching writing	1	1
2.	Students' writing ability	2	1
3.	Students' motivation	3	1
4.	Teaching Material	4	1
5.	Writing teaching-technique	5,6	2
6.	Problems in writing	7,8,9	3
7.	Peer Response	10	1

##### Question Items

1. Bagaimana pendapat Bapak tentang kegiatan teaching-learning of writing yang telah dilaksanakan di kelas?
2. Bagaimana pendapat Bapak tentang kemampuan writing skill siswa?
3. Bagaimana menurut Bapak tentang motivasi siswa dalam pembelajaran writing?
4. Bagaimana Bapak menjelaskan materi pada siswa ?
5. Apakah metode yang Bapak gunakan dalam mengajar writing?
6. Apakah Bapak mengajarkan step-step dalam menulis kepada siswa seperti planning, drafting, editing dan final version?
7. Adakah kendala dalam kegiatan teaching-learning of writing?
8. Kesalahan apa yang sering dilakukan siswa dalam menulis?
9. Kegiatan seperti apa yang menurut Bapak akan sangat membantu kesulitan siswa tersebut?

10. Apakah Bapak sudah pernah menggunakan teknik *Peer Response* dalam mengajarkan writing ? Bagaimana menurut Bapak ?

**b. For the student**

Blueprint

No.	Topic Areas	Item Number	Number of Items
1.	Students' motivation	1,2	2
2.	Teaching-learning process	3	1
3.	Activities in teaching writing	4	1
4.	Material	5	1
5.	Problems in writing	6	1
6.	Peer Response	7,8	2

Question Items

1. Apakah kamu suka pelajaran Bahasa Inggris
2. Apakah kamu suka *Writing* dalam pelajaran Bahasa Inggris?
3. Bagaimana pendapat kalian tentang pembelajaran *Writing* yang telah diajarkan sebelumnya?
4. Kegiatan apa saja yang diberikan guru ketika mengajarkan *Writing* di pelajaran bahasa inggris ?
5. Bagaimana pendapat Anda mengenai materi yang disampaikan guru dalam pembelajaran *Writing*?
6. Apakah Anda menemukan kesulitan dalam kegiatan *Writing* di kelas? (penggunaan tenses, vocabulary, punctuation, etc)
7. Apakah guru pernah menggunakan *Peer Response* dalam pembelajaran *Writing*?
8. Apakah kalian membutuhkan koreksi/komentar selain dari guru pada saat proses *Writing*? Mengapa?



## B. After Implementation

### a. For the teacher

#### Blueprint

No.	Topic Areas	Item Number	Number of Items
1.	Teaching Material	1	1
2.	Comments on the teaching writing process	2,3,8	3
3.	Students' improvement	5,6	2
4.	Peer Response	4,7	2

#### Question Items

1. Bagaimana pendapat Bapak mengenai materi yang telah disampaikan?
2. Bagaimana pendapat Bapak tentang *teaching-learning process* yang telah dilaksanakan?
3. Bagaimana pendapat Bapak mengenai penerapan *peer response* dalam kegiatan *writing* di kelas?
4. Menurut Bapak hal apa dalam *peer response* yang sangat membantu siswa dalam menulis ?
5. Sudahkah ada peningkatan pada tulisan siswa ?
6. Bagaimana menurut Bapak tentang respon siswa terhadap teknik yang digunakan ? Apakah siswa sudah terlihat lebih percaya diri dan termotivasi dalam menulis?
7. Bagaimana pendapat Bapak tentang respon siswa terhadap *feedback* yang diberikan oleh temannya?
8. Apa saran dari Bapak untuk perbaikan pada *implementation* selanjutnya?

**b. For the student**

## Blueprint

No.	Topic Areas	Item Number	Number of Items
1.	Teaching-learning process	1	1
2.	Peer Response	2,3,6	3
3.	Students' improvement	4,5	2
4.	Problems in writing	7,8	2

## Question Items

1. Bagaimana pendapat Anda tentang pembelajaran yang telah dilaksanakan? (dapat diikuti dengan baik, menyenangkan, paham, jelas, etc)
2. Bagaimana pendapat Anda tentang teknik yang telah digunakan, "*Peer Response*"? (dapat diikuti dengan baik, menyenangkan, paham, jelas, dalam hal menuangkan ide, menyusun kalimat, membuat paragraf, memilih dan menggunakan kata yang sesuai, etc)
3. Menurut Anda, pemberian koreksi dengan *peer response* itu penting atau tidak? Mengapa?
4. Apakah Anda merasa terbantu dengan adanya *Peer Response* dalam kegiatan *writing* ? (termotivasi, percaya diri, lebih paham, etc)
5. Apakah kemampuan *writing* Anda meningkat setelah mendapat respon dari teman?
6. Menurut Anda, apa yang masih kurang dalam penerapan *Peer Response*?
7. Apakah Anda masih menemukan kesulitan dan kesalahan dalam menulis? Jika jawaban "iya", di bagian mana?
8. Bagaimana perbandingan kesalahan pada latihan pertama dengan latihan kedua?

## INTERVIEW TRANSCRIPTS

### Interview T1

24 August 2013

Ruang Guru

R: Researcher ET: English Teacher

Setelah pelajaran selesai R meminta izin kepada ET untuk mengobrol sebentar menanyakan beberapa hal. ET mengiyakan dan mempersilahkan duduk di ruang guru.

R : maaf ya pak kalo mengganggu lagi ini.

ET : Oh, ga apa-apa kok mas, santai saja. Monggo silahkan,

R : iya pak, ini kalo keadaan siswa sini sendiri gimana Pak ? maksudnya ya kayak inputnya gitu

ET : oo, kalo itu sebetulnya kan smp ini bukan tujuan utama ya mas, tujuan utama yak e kota, kalasan, depok ato paling ga ya smp 2. Jadi ya istilahnya kalo gak kesana baru ke sekolah ini gitu mas.

R : kalo berkaitan dalam bahasa Inggris sendiri gimana Pak anak-anaknya, kayak motivasi atau keberterimaan mereka begitu.

ET : kalo itu kan sebetulnya kalo bahasa inggris dari sekolah saja kan gak cukup ya mas, ya mereka harusnya mau nambah sendiri kayak les gitu, tapi mereka anak smp sini itu jarang sekali yang ikut kayak gitu. Wong disuruh belajar aja angel og mas, apalagi les-les gitu..

R : oo, gitu ya pak, nggih nggih, terus tadi tu siswanya cuma 22 itu ya Pak ya..

ET : Iya, itu baru habis lebaran ini og Mas, jadi dulu kan 3 kelas lha terus mengusulkan ke dinas dan disetujui klo dipecah jadi 4 kelas.

R : Oo, jadi baru ya itu Pak, terus untuk writing nya sendiri gmn Pak, ada nggak sih Pak kesulitan yang dialami, kayak probemnya gitu..

ET : ya kan emang kami fokuskan ke materi buat UN ya mas, ya reading dan speaking, jadi writing tu emang tidak terlalu, trus writing kan itu juga emang yang paling susah dibanding yang lain. Kalo writing nya ya sebetulnya kan yang diajarkan itu simple ya mas, kan harus sesuai yang diujikan di UN kalo writing ya mengubah kata menjadi kalimat, kalimat menjadi paragraph, ya ada yang sudah bisa mengikuti tapi ada beberapa kayak yang tadi anak yang duduk dibelakang itu sama depannya itu ya itu agak lemah. Tapi secara umum ya kayak vocabulary mereka itu mas, terus yang paling kelihatan ya biasa lah mas, grammar nya sering kebalik-balik ngono kae..

R : oo, nggih nggih Pak, terus kalo koreksi yang biasa bapak berikan biasanya gimana Pak..

ET : ya kayak tadi itu lho, kan kalo langsung satu persatu kan lama ya dan susah juga, jadi ya biarkan mereka jalan dulu lha pas terakhir saya koreksi yang salah-salah gitu, jadi yo emang ga bisa semua sih

(Terlihat guru lain memanggil ET)

ET : Sebentar ya Mas,

R : oh ya Pak.

(beberapa saat kemudian)

ET : Itu og Mas ngurus jadwal yang masih rancu, ada lagi Mas ?

R : mm, mungkin ini dulu saja Pak, maturnuwun sanget niki, besuk kalo saya mau kesini lagi kula sms lagi Pak, ngaten Pak, maturnuwun, Assalamualaikum.

## **Interview T2**

**11 Januari 2014**

**Ruang Guru**

**R: Researcher ET: English Teacher**

Setelah melakukan pre-test R meminta izin kepada ET untuk mengobrol sebentar membicarakan beberapa hal sebelum memulai Cycle 1. ET mengiyakan dan mempersilahkan duduk di ruang guru.

ET : Jadi gimana Mas, tadi sudah pre-test nya?

R : Iya, Sampun Pak, trus anu niki insyaALLAH minggu depan sampun mulai ingkang cycle 1.

ET : On, iya ga papa, ini kana da 3 jadwal, rabu 2 jam, kamis 1 jam, sama sabtu 2 jam, apa gini aja Mas pake yang rabu sama sabtu, yang kamis kan 1 jam tak saya aja yang isi.

R :O, nggih Pak, jadi rabu sama sabtu ya, trus niku jamnya?

ET : Itu Mas, silahkan dicatat, itu yang rabu trus itu yang sabtu, yang rabu pagi Mas.

R : On, iya Pak, saya catat dulu.

ET : Trus ini itu nanti kan recount past tense ya, ya nanti diarahkan ke past tense nya,

R : On, nggih nggih brati diarahkan dulu gitu nggih.

ET : Ya yang penting nanti alurnya gitu aja Mas, menyusun kata menjadi kalimat, trus kalimat menjadi paragraph gitu aja.. ya jadi siswa kan biar tau dulu structure recountnya dulu juga gitu

R : Nggih

ET : Yak an emang dari 4 skill itu emang paling sulit writing to Mas, tapi ya ga pa pa nanti dicoba mawon

R : Siap. Nggih ngoten mawon Pak, maturnuwun, kalih nanti itu minta bantuan Bapak buat jadi kolaboratornya

ET : Iya Mas

## **Interview S1**

**31 August 2013**

**Teras Sekolah**

**R: Researcher S: Students (Deni, Anifah, Diah)**

R : Maaf Dik mengganggu waktunya sebentar boleh..

S2 : mau ngapa to ?

- R : Mau tanya-tanya sebentar kok..
- S3 : Oo, mau tanya-tanya..
- R : ga apa apa kan..itu kok dik tentang pelajaran bahasa Inggris, eh, jangan duduk dibawah, aku malah jadi ga enak ..
- S2 : gak apa-apa Kak, lha daripada nyamping gini
- S1 : iyo mas santai ae lho
- R : ya udah, aku juga duduk di bawah skalian aja ya..
- S3 : halah.. yo wis sak karepmu lah Kak..haha
- R : ini tadi habis gerak jalan ya, kok dah pada pulang?
- S1 : iya kak, gerak jalan tadi, pada capek kalii..
- R : Trus kalian belum pada mau pulang ini?
- S3 : Lha itu lho mau rapat Osis, tapi malah suruh nunggu itu lhao yang latian upacara. Lama banget e..
- R : Oo, kamu Osis to.. ya udah biar ga bosen yang nunggu mereka, aku mo nanya nih guru bahasa Inggrisnya siapa to ?
- S 1,2 : Ee, itu, Pak Zarkoni
- R : Oo, iya, kelas C sama D itu Pak Zarkoni ya.. enak ga sig menurut kalian pelajaran bahasa Inggris itu?
- S2 : Ee, enak sih, eh tapi kadang tu bikin ngantuk lho Kak,
- S3 : tapi nanti nek dah pada tiduran trus dimarahi itu lho Kak.
- R : kok bikin ngantuk kenapa?
- S1 : jam nya itu kan rodo keri-keri ngono Kak, trus kan cuma njelaske gitu lho,
- S2 : trus njelaske ne ki yo gak mudeng gitu lho Kak..
- R : Cuma njelaske .. Oo, jadi bosen gitu po ?
- S2 : Iya Kak, kan nek ada permainan kan enak Kak,
- R : Oo, pengennya ada permainan, kelompok gitu ya..
- S2,3 : yo ngono kui Kak.
- R : trus ini, menurut kalian tuh menulis tu susah ga sih, menulis dalam bahasa Inggris, iya writing gitu.
- S1 : ya lumayan sih,
- S2 : Kadang susah Kak, kadang ga tau ini bahasa Inggrisnya apa gitu lho,
- S3 : trus ada tambahan-tambahan itu lho, yang kaya pake “is” itu
- R : verb maksudnya..
- S2,3 : iyo kui maksude , haha sory Kak,
- R : trus apa lagi?
- S2 : ya itu Kak, paling susah tu pokoknya dari Indonesia ke Inggris nya tu lho,
- S3 : Iyo Kak, mumet nranslate e, jane ki ya pengen bisa tapi pie ya, guru ne itu lho..
- R : weh, gurunya kenapa lagi?
- S3 : yo kurang menyenangkan gitu lho Kak pelajaran e ki,
- R : oo, pengen nya dibuat kelompok gitu biar menyenangkan gitu?
- S3 : iyo Kak, pas mood itu kadang kalo ada yang maju itu lho mas, trus ada bercanda-bercandanya gitu jadi lebih mood gitu..
- S2 : tapi yo ojo maju terus, ra penak

- R : Oo, oke oke.. eh, kan tadi katanya susah ngartiin ke Inggris nya, lha kalo kesekolah bawa kamus ga?
- S1,2,3 : Kadang Kak,
- R : trus kalo bawa tu berguna ga sih kamusnya tu..
- S2 : ya berguna to Kak..
- S3 : banget,
- R : Oo, berarti butuh banget ya kamusnya tuh,,
- S1 : ya iya, bisa jadi bisa jadi, haha
- R : wah, sering nonton acara tv itu yo, bisa jadi bisa jadi..
- S1,3 : hahaha
- R : Oo, iya tadi katanya pelajaran e kok bosan ki kenapa e ?
- S1 : lha Cuma njelasin nggarap, njelasin nggarap,
- R : trus trus ?
- S2 : Yo ngono kui Kak, jadi ki udah njelasin panjang lebar tapi aku ne ki yo ora dong gitu lho Kak, ngantuk juga
- R : lho kalau ngga dong tanya ga sama bapaknya..
- S3 : Lha nanti kalo tanya tu malah dibilang lha tadi ngapain ra nggatekke, mosok ra dong, gitu Kak,
- S2 : jadi tu agak takut gitu lho kalo tanya tu..
- R : Oo, kalo mau tanya jadi takut, tapi kalo tanya dijawab kan,,
- S3 : Ya kalo ngerti yo dijawab gitu Mas,
- S2 : bisa jadi bisa jadi, hahaha
- R : oo, iya iya, trus itu dik, missal kamu disuruh nulis gitu to, lha adik-adik tu langsung aja nulis apa sering nanya sama guru apa temen karena takut salah apa gimana biasanya?
- S1 : Ya kadang tanya Kak, soalnya kalo ditanya dipanggil tu kadang yo ga denger gurunya,
- S2 : kan biasane rame to Kak.
- R : lha kalo ini, misal kamu habis nulis ya, lebih seneng kalo langsung dikoreksi guru apa koreksi sendiri apa sama temennya ?
- S1 : ya sendiri aja Mas,
- S3 : Soalnya kalo tanya temennya yang pinter tu kadang malah ribet dhewe Mas,
- S2 : tapi yo mending sih,
- R : o, oke berarti misal ya dibikin kelompok trus nanti saling mengoreksi pekerjaan temannya itu lebih enak kali ya..
- S2,3 : Bisa jadi bisa jadi Kak, haha
- S1 : Soalnya yo belum pernah sih,
- R : oo, belum pernah ya, okelah nanti dicoba ya. Oo, ya ni makasih lho ya, maaf dah ganggu waktunya sebentar,
- S1,2 : oke Kak, santae ae,
- S3 : eh, itu dah mau rapat e Kak, sik yo Kak,
- R : oke sip, makasih lho.
- S1,2,3 : sama-sama Kak
- R : O, ya namanya siapa aja ? belum tak tulis iki..
- S2 : Anifah Kak, ini Diah, yang udah lari tu Deni

**Interview S2****11 Januari 2014****Depan ruang kelas VIII D****R: Researcher S: Students (Rahmi, Rizka)**

- R : Eh, Dik Dik bentar keburu-buru pulang ga?  
 S2 : Eng, Enggak sih..  
 S1 : emang knapa Mas ?  
 R : ini mau minta waktunya bentar boleh ga, cuma buat nanya-doang kok..  
 S2 : nanya-nanya apa e Mas..  
 S1 : yang lain aja Mas..  
 R : enggak, gini, kan nantinya aku kan mau penelitian disii kan, lha ini mau nanya tentang pelajaran bahasa Inggris, gitu  
 S2 :Pie..?  
 S1 : Tapi ga pake bahasa Inggris to Mas..  
 R : Enggak kok, santae aja..  
 S1 : Yow wis lah, ga po po, mesakke mas e yoan  
 R : Wahaha makasih lho, hehe  
 S1 : iyo Mas,  
 S2 : Meh nanya apa to Mas?  
 R : Oke, sebelumnya namanya siapa? Kan belum kenal..  
 S1 : Rahmi Mas,  
 S2 : hee, aku anu Rizka.,  
 R : Sip, saya mulai ya, ini Dik, gurunya Pak Zarkoni kan, gimana sih ngajarnya pak Zarkoni tu?  
 S1 : emm, gimana ya.. biasa aja sih  
 S2 : yo biasa lah Mas, lumayan penak lah..  
 R : On gitu ya, brati kalian suka dong sama pelajaran bahasa Inggris?  
 S1 : Suka ga yo, biasa sih Mas  
 S2 : yo gak terlalu suka Mas nek aku  
 R : lho kenapa?  
 S2 : lha susah je,  
 S1 : Iyo sih susah,  
 R : susah gimana?  
 S1 : yo pokoke susah lah Mas,  
 S2 : Yo nranslate e, trus opo yo, yo pokoke angel lah Mas,  
 R : Trus kalo writing tau kan? menulis, menurut kalian gimana?  
 S2 : gimana pie?  
 R : ya suka gak? Kalo pas bahasa Inggris pelajarannya writing..  
 S1 : nek aku ketoke ra patek seneng Mas..  
 S2 : nek writing i jarang yo Mas,  
 R : On, iya to, misal disuruh nulis kayak tadi tu, jarang?  
 S2 : Jarang yoo, ra tau malahan..  
 S1 : Biasane itu yo, mung ng buku kae lho, opo sih jenenge..  
 S2 : kae lho Mas, sg nyusun-nyusun ngono kae..  
 R : Oo, misal nyusun kalimat menjadi paragraf gitu ya..

- S1 : nha ngono kui, karo nglengkapi-nglengkapi ngono kae, ngisi teks opo kae, teks rumpang ngono kae lho..
- R : on, oke oke, Trus kalo materi yang diberikan guru? Misalnya kalo semester kemaren apa sih, deskriptif ya?
- S1 : iya Mas, deskripsi
- R : trus recount juga ya kan..
- S1 : recount?
- S2 : sg mau kae lho,
- S1 : oo, Iyo yg masa lalu masa lalu iku to,
- R : lha iku gimana materi yang diberikan Pak Guru? Dikasih contoh dulu atau gimana?
- S2 : iya Mas, dikasih contoh dulu,
- S1 : podo ng buku kae lho Mas, enek contoh trus yo pokoke trus nggarap task ng buku kae
- R : On, gitu yaa, oke Trus ada kesulitan ga di pembelajaran writing?
- S1 : ada lah, sulitnya gimana yo,
- S2 : kita kurang dong juga og Mas, kan sering gojek kae lho..
- S1 : iya Mas, trus apa itu kayak kosa kata itu juga, bahasa inggris e misale suatu kata I opo gitu lho, susah
- S2 : trus opo meneh yo, tenses, opo sih jenenge, iyo to..
- R : apa ? yang grammar? Yang misal pake verb 2 nya gitu?
- S2 : ya kayak gitu Mas.
- R : oke, kalo koreksi dari guru, misal ngasih feedback gitu ga?
- S1 : ha?
- R : maksudnya ngasih tau misal ini kurang tepat harusnya gini, gitu?
- S2 : ya lumayan jarang sih,
- R : Okelah, makasih lho ini ganggu waktunya sebentar, silahkan deh nek udah mau kburu-buru pulang.
- S2 : Sama-sama Mas, sik yo Mas..
- S1 : Mari Mas..

### Interview S3

**18 Januari 2014**

**Teras Depan Kantin**

**R: Researcher S: Students (Rizal, Taufiq)**

- R : Menurut adikadik gimana tadi?
- S2 : Enak Mas, menyenangkan
- R : Lebih membantu nggak
- S1 : Penting og Mas, membantu nho..
- R : Pemahaman tantang recount?
- S1 : Paham og mas, tapi ra iso ngartekke..
- S2 : iyo tp suaramu kurang jelas Mas,
- R : Oke, ada saran lagi?
- S : Kurang tegas mas



- R : Siap, brati ntar tak edit e cara ku menyampaikan materi. Terus ada kesulitan ga tadi Dik?
- S2 : Itu lho mas, menggabungkan kata-kata kerja di kalimat itu susah.
- R : Maksudnya menggabungkan gimana?
- S2 : Ya itu aku sering kebalik-balik mas itu lho verb 1, trus past verb e itu.
- S1 : Kalo aku nggon events mas.. past tense e juga mas.. Sama itu mas, buat kalimatnya itu lho.. menyusun kalimatnya itu lho..
- R : Kalo peer response sheet nya tadi, yang buat kalian ngasih komentar pekerjaan temenmu itu gimana, membantu ga?
- S2 : Cukup membantu, kata-kata ne sg simple mas jangan panjang-panjang
- R : Oo, yaa, yg besok lebih simple, terus ada pengaruh ndak dengan kemampuan eriting atau menulis kamu?
- S1 : iyo lah, yang jelas aku jadi tahu salahnya mana Mas,
- S2 : Iyo Mas, kan temennya juga bisa ngasih ide tu lho Mas, misal iki harus e ngene kaya gitu Mas,
- R : Sip, ok ok, eh, mau pada kemana
- S1, 2 : Sebentar Mas, jajan sik, itu lho yg lain Tanya Fiki aja itu

#### **Interview S4**

**18 Januari 2014**

**Teras Depan Kantin**

**R: Researcher S: Students (Fiki, Jonea, Octova)**

- R : Fiki, karena temenmu jajan, aku ganti nanya kamu ya
- S1 : aduuh nanya opo e Mas, iki lho sekalian Tovar o Jon,
- R : Yaw is, sini heh ga po poP, sinio, kita ngobrol aja, pulangmu masih nanti to,
- S3 : Sekarang Mas,
- S2 : Ngapusi iki,
- R : Bentar og, nggak lama, mau nanya, tadi sama kemarin2 itu gimana pelajaran bahasa Inggrisnya sama aku,
- S1 : Enak Mas,
- S3 : Wis, tekan sesuk-sesuk kw terus ae Mas,
- R : whaadooh, ora nhu, aku belum selesai sekolahku, sik bentar maksud e enak pie
- S2, 3 : Yo pen ak mas..
- R : Ada kesulitan ga?
- S2 : Ga mas..
- S1 : Opo yo Mas, nyusun events nya Mas, aku bingung, terus sg verb 2 kui lho aku ra mudeng, haha
- R : ealah kok ra mudeng pie to, kan dulu recount sebetulnya udah pernh to di semester 1,
- S2 : Yo tapi kan lali Mas, tapi dulu yo ra mudeng ding, hahaha
- R : wah kowe i. Ada saran ga buat aku?
- S2 : Yo karo guyon-guyon ngono lho mas

- S3 : Ro kurang tegas, tapi yo ojo tegas-tegas lho mas, Eh, sik yo Mas, ayo dho sido raw eh kowe i.. sik Mas, ameh ng omah e iki lho
- R : halah kosik, belom selesai iki, buru-buru po?

### Interview T3

**18 Januari 2014**

**Ruang Kelas VIII D**

**R: Researcher ET: English Teacher**

- ET : gimana-gimana Mas ada yang mau ditanyakan apa?
- R : Iya, maaf mengganggu sebentar ya Pak, ini mau ngobrolin kan ini sudah selesai cycle 1 ya Pak, ini menurut Bapak itu gimana?
- ET : On, iya iya, sbentar ini komen-komennya siswa ya Mas, iya, ya ini bagus kok, jadi paling nggak, mereka juga ini sudah bisa menuliskan langsung seperti mengarang, ini langsung menulis gitu kan,
- R : iya itu komen nya siswa, Pak, kalo menurut saya sih ya mungkin baru adaptasi, jadi mereka komentarnya masih singkat. Trus kalo menulisnya iya Pak, itu kemarin langsung. Tur niki sg pertama dereng kula koreksi,
- ET : Iya artinya siswa paham dengan maksud pembelajaran e sampean Mas, jadi pembelajaran baik, tujuannya nyampe gitu.
- R : Kalau untuk improvement nya sendiri menurut Bapak bagaimana?
- ET : Ya kalau menurut saya sudah mulai berjalan baik ya Mas, anak-anak kan sudah mulai mengerti dan familier dengan generic structure nya recount, kan ini menulis lepas ya mas, ya sedikit banyak sudah kelihatan berbentuk lah text recount mereka.
- R : Oo, jadi sudah lumayan berbeda dengan pada pre-test dulu ya Pak?
- ET : Ya Mas, tapi yang jelas nanti itu saja, untuk cycle selanjutnya tetap ada reminding nya tentang generic structure sama connectives nya. Sama Past tense nya nati di jelaskan lagi saja Mas.
- R : On, iya siap Pak, mungkin ada saran buat yang kedepannya Pak?
- ET : Cuma pengembangannya, ni evennya kan masih sedikit, lho ni comment nya kan disuruh nambahin, ya sedikit banyak siswa sudah tahu, ya nanti dimacam2 saja evennta pengembangannya. Yang jelas ada review lagi just to remind urutannya, generic sructure nya, trus yang lain2nya, mengke pengembangannya terserah sampean mas.
- R : On, nggih Pak, kayak ini mungkin guideline nya ini tadi masih ada yang bingung beberapa sih Pak,
- ET : Anu mas, ya nanti dibikin lebih simple saja biar lebih jelas kan mereka juga sudah tahu gambarannya, trus nanti biar macam2 dibikin situasi saja, biar lebih bervariasi yang mereka kokreksi,
- R : lalu untuk penerapan teknik ini untuk pembelajaran writing menurut Bapak pripun?
- ET : ya bagus, siswa tadi jadi bisa ngasih tau temennya salahnya dimana, mereka yang ga tahu jadi tahu. Tapi itu Mas, beberapa kan masih yang tadi

itu ini lho kan, cuma nulis bagus, cukup, jadi besok pertanyaannya lebih mengarahkan siswa aja Mas, jadi nanti yang temen apa itu yang direspon bisa lebih dapet feedback nya, kan tadi juga ada yang bilang kok komen nya Cuma gini, yakan, ya itu, tapi masalah bentuknya seperti apa ya monggo sesuai dengan penelitiannya sampean aja, saya manut.

R : On, nggih Pak, beberapa tadi cuma gitu thok komennya, Siap, Pak, besok itu rencananya juga bentuknya mau saya buat beda Pak,

ET : Ya monggo, itu sesuai dengan penelitian sampean, udah kan ya, maaf ini mau nungguin try out nya lagi, ndak kelamaan ditinggka kasian

#### **Interview S5**

**15 Januari 2014**

**Teras Depan Kelas VIII D**

**R: Researcher S: Students (Paryanti)**

R : Eh hallo, kok nggak ke kantin,

S : Titip og Mas, haha

R : woo, eh mau nanya dong, pelajaran kemarin dama hari ini gimana?

S : Gimana ya, ya bagus mas, lebih ngerti penjelasanmu Mas,

R : Trus, tadi gimana dik nulis teks nya?

S : Bingung Mas.

R : Bagian mana yang bingung?

S : Events nya, trus past tense nya, jadi misal kata past tense nya apa gitu lho mas, takok kancane ya podo ga tau je.

R : On, ya, besok rak jadi nggak bingung, udah tak siapin santé aja materinya.

S : Opo e Mas, nganggo game wae.. haha, eh sik Mas, makananku sudah datang,

R : waalah rung rampung e sku tanyane, yowis, makasih yo

#### **Interview S6**

**18 Januari 2014**

**Teras Depan Kelas VIII D**

**R: Researcher S: Students (Norvianti, Septi)**

R : Hey, pada ngobrolin apa e?

S1 : Ngomongin kowe i lho Mas, haha

S2 : Ora ding Mas, dho nggosip og

R : Hmm, Eh, Gimana pembelajaran hari ini?

S2 : Ya menyenangkan Mas,

R : Yang peer response tadi gimana? Yang ngoreksi temannya tadi?

S1 : Itu mas, bahasane mbok agak disimple kan, tadi agak bingung mas, trus jadi ne lama ngerjaine.

- R : On, gitu ya , berate besok tak buat yang lebih mudengke gitu ya, simple, tapi masuk ya to,
- S2 : setuju Mas,
- R : Kalo perbandingan kesulitan yang dulu sama yang sekarang gimana Dik?
- S2 : Ya lumayan meningkat og Mas,
- R : Tapi masih ada yang bingung ga?
- S1 : Itu lho mas, tadi tu kan udah nyari di kamus tapi kata-katanya malah jadi bingung aku
- R : Bingung gimana?
- S1 : Ya bingung mau pake kata apa gitu
- S2 : Trus itu lho mas, misal pas nulis, trus nyari kata ini bahasa inggris nya apa gitu susah mas, kadang di kamus juga ga ada.
- R : Lha itu kamusmu berarti, haha, nggak-nggak bercanda, ya tadi kan terus nanya aku to,
- S1 : Lha iyo kui Mas, ndadak nanya kamu,
- R : haha yo yo, eh, sik enek telpun, makasih yo

#### **Interview S7**

**22 Januari 2014**

**Ruang Kelas VIII D**

**R: Researcher S: Students (Jesica, Aprilia)**

- R : Hallo Dik, kantin disini jual kayak gini po?
- S1 : Lha emang gimana Mas,
- R : yo ora sih, maksud e kan, iki, koyo angkringan kae lho, eh kamu kan bagus ya berdua nilainya, selamat ya,
- S1,2 : makasih, haha
- R : berarti kalian dah paham ya nulis recount nya?
- S1 : yo lumayan sih Mas,
- S2 : Alhamdulillah
- R : Oo, trus gimana kemarin Dik kegiatan peer response nya? Yang ngasih comment ke temen tadi lho.
- S1 : Bagus mas.
- S2 : Efektif mas.
- R : Maksud nya efektif gimana?
- S2 : Ya maksud e berguna gitu lho.
- R : Oo, gitu ya, jadi itu membantu kalian ya?
- S1 : Membantu donk, kan jadi lebih jelas gitu salahnya dimana?
- S2 : Iyo mas, trus kan bisa lebih tahu juga harus gimana yang sebaiknya gitu.
- R : Trus ada saran nggak? Buat aku, atau pembelajarannya?
- S2 : Itu Mas, yang cowok tu lho, rame,
- S1 : Iyo Mas, ngganggu je
- R : Oo, yay a, besok tak tegasi ne ya, eh makasih lho ya ganggu bentar

**Interview S8**

**5 Februari 2014**

**Ruang Kelas VIII D**

**R: Researcher S: Students (Anifah, Wulandari)**

- R : Dik, sambil pada makan, ak mo nanya-nanya boleh kan..  
 S2 : Nanya apa e ?  
 S1 : Tak sambi maem yo Mas,  
 R : Iyo, ga masalah, ini, pembelajaran hari ini sama yang kemarin-kemarin gimana menurut kalian?  
 S2 : Membingungkan, ra gayeng, ra enek prmainane..haha  
 R : Wahaha, mosok gitu banget sih?  
 S2 : Nek nulis terus i bosen yo Mas, pegel tanganku,  
 R : Tapi dong kan pelajarane, trus jadi ngerti nulis sg bener gitu kan?  
 S2 : Yo iyo sih Mas,  
 S1 : Diperlihatke gitu lho Mas kerjaan semua  
 R : Whaa kalo semua nya ya ga nyukupi semuanya, kan udah ditampilin beberapa, kemarin, itu mewakili kok, rata-rata pada kayak gitu, percaya deh,  
 S2 : Jane kemaren ki, punyaku ae Mas,  
 R : Wah iyo, kamu ga ngomong kemarin, besok lah nek ada kesempatan, ini kemarin itu peer response gimana?  
 S2 : Lumayan  
 R : Penting ga ngoreksi-ngoreksi gitu?  
 S2 : Ya bisa jadi  
 S1 : Lumayan efektif kok Mas menurut ku,  
 R : Terus itu, gimana Dik nulisnya?  
 S1 : Gimana apanya Mas?  
 R : Ada bedanya gak dengan yang dulu?  
 S2 : Ya ada to mas, sekarang yg verb 2 itu kayak lebih ngerti gitu lho Mas.  
 R : Oo, gitu ya, jadi kegiatan peer response itu kerasa manfaatnya ya?  
 S1 : Iya Mas, kan jadi lebih tahu gitu lho mas, yang sering salah tu di mana gitu jadi kan gak ngulangi lagi.  
 R : Oke, good, tapi ada kesulitan nggak?  
 S2 : Menggabungkan kalimat, itu lho mas, kata ne aku sering kuwalik2 mas,,  
 R : Oo, tapi kan dari peer response dikasih tau sama temennya ya to, kalo perbandingan kesulitan atau kesalahan dari yang dulu gimana,  
 S1 : Lebih gampang yang sekarang  
 S2 : Iyo Mas, lebih cepet nulis e, kesalahku ketoke yo berkurang  
 R : Siip, ada saran ga buat aku?  
 S2 : Lebih jelas Mas, suaramu, kan aku ning mburi to, nek pas rame itu jadi ga denger Mas.  
 S1 : Kalo ono permainan e yang seru Mas  
 R : Ok, siip, eh makasih lho, ya, maaf ganggu juga  
 S2 : Nek aku santai og Mas, sama-sama

**Interview S9****5 Februari 2014****Ruang Kelas VIII D****R: Researcher S: Students (Wahiddin, Dian, Rohmad)**

- R : Eh, ini kok kosong guru nya kemana e?  
 S1 : Wah ra dong aku Mas, tanya ketuane kae lho.  
 S2 : Wis Mas e ngajar neh wae, ha daripada kosong,  
 R : Lha kan itu dah dikasih tugas to, digarap sik ae, tak ajari nek gak tahu.  
 S3 : Wah sip,, iki mending mbok garapke ae Mas, hahah  
 R : Waa, yo ora, ntar sing jadi pinter aku nho, eh, disambi yo, aku mau tanya-tanya sedikit.  
 S1 :Tanya opo to Mas?  
 R : Kemarin dama tadi tu pembelajarannya gimna?  
 S3 : Enak  
 S1 : Wis, menyenangkan lah, haha  
 R : Wuiss, oke oke, terus ini, yang ngoreksi-ngoreksi itu gimana?  
 S2 : Ya jadi lebih tahu gitu  
 R : Berarti penting ga to itu..?  
 S2 : Yo bisa jadi  
 R : Terbantu ga?  
 S3 : Ya itu bisa lebih tahu bener e gitu mas...  
 S1 : Lha kan bisa dikoreksi temennya to Mas, jadi yo ngerti salah e dimana ngono.  
 R : Wuiss mantep, ada saran buat aku?  
 S1 : Ora mas  
 S2 : Opo yo, ora lah Mas,  
 R : Kalo perbandingan kesulitan dari dulu pie..  
 S3 : Yo rodo berkurang lah  
 S2 : Yo lebih paham gitu Mas, opo, recount, terus sing verb 2, njuk opo yo,  
 S1 : Nulis e salah e sithik saikine Mas,  
 R : Wah keren koe, haha, okoke, eh karo digarap kui, tp makasih lho ya ganggu waktunya,  
 S1 : Santae lho Mas, aku yo ra meh nggarap tugas e og, suk paling ra ditumpuk

**Interview S10****5 Februari 2014****Teras Depan Kelas VIII D****R: Researcher S: Students (Yunita, Anisa, Dita )**

- R : Wuiss ra bagi-bagi ig makanan e,  
 S2 : Yo rene ki lho Mas, gelem po yon gene, haha  
 R : Haha, ora-ora bercanda doing. Boleh ikut duduk sini,

- S1 : Kan mau wis dipersilahkan lho Mas, wah pie i..  
 R : Siip, pelajaran sama aku, gimana? Asik nggak?  
 S3 : Sok asik ig Mas e,  
 S1 : Biasa ae aku Mas, haha, penak ..penak Mas, ngko nangis lho Mas e..  
 R : Hadeeeh, kalian ki, tapi paham to sejauh ini, masuk to pelajaran e?  
 S2 : Lumayan,  
 R : Oke, eh, Dik, tadi gimana yang ngasih comment2 Itu kan namanya peer response ya kan lha itu gimana menurutmu?  
 S2 : Ya lebih enak dari yang kemarin mas, bahasa nya lebih mudah dipahami, trus kan kemarin udah sering ngoreksi bareng-bareng, jadi lebih cepet nggak bingung lagi.  
 R : Wah bagus dong, jadi lebih cepet ya.. Trus Dik, untuk kemampuan writing kamu merasa terbantu nggak sih dengan kegiatan peer response itu?  
 S3 : Emm, terbantu sih kak,  
 R : Terbantu gimana tuh jelasnya?  
 S2 : Yo misalnya yang past tense itu kak, jadi lebih baik, trus apa yang mekanik itu. Itu juga.  
 R : Berarti kesalahan kamu dibanding yang lalu lebih berkurang dong?  
 S1 : Iya lah Mas, dulu kan tulisanku salahnya lumayan banyak, nha sekarang kan jadi lebih tahu salah-salahnya gitu jadi sekarang bisa sedikit gitu salahnya Mas.  
 S2 : Iyo Mas, pokoke lebih baik dari sebelumnya, hehe  
 R : Mantep, berarti aku berhasil yo,  
 S1 : Lumayan Mas,  
 S3 : Tapi itu lho Mas, nek ditanya i aku dijawab.  
 R : Eh, udah tak jawab kan,  
 S2 : Kidding i kamu lali i lho Mas, malah njawab sing lain e..  
 R : Aduuh, sorry lah, kan banyak to kalian sing nanya, jadi bingung aku, harap maklum.  
 S1 : Mesakke kowe Mas, haha  
 R : Hmm, yow is lah map, tapi masih merasa ada kesulitan nggak?  
 S1 : Masih sih Mas, kadang i kata-kata yang tak cari di kamus ga ada,  
 R : Whaa itu tadi apa kemarin ada yang bilang gitu, ya itu kelemahan kamus di Indonesia, kurang lengkap, kesulitan yang lain apa,  
 S2 : Apa yo Mas, ketoke nggak ada og,  
 S3 : Sik, itu lho Mas, past verbs nya  
 R : Lha kalo itu kalian harus banyak berlatih nulis, sama membaca, ntar kan terbiasa terus otomatis tau on ini past verbs nya ini gitu,  
 S2 : Wah sue nhu Mas,  
 R : Kan belajar butuh proses Dik, eh, makasih waktunya lho, dho meh ning ndi kamu?  
 S1 : Meh dho buang sampah kui Mas,

**Interview T4**

**5 Februari 2014**

**Ruang Kantor Guru**

**R: Researcher ET: English Teacher**

- ET : Oo, ya monggo Mas, silahkan, sik duduk sini aja,
- R : Iya Pak, maturnuwun, maaf Pak mengganggu lagi,
- ET : Oo, ngga pa-pa Mas, Ini brati cycle 2 dah selesai ya Mas?
- R : Iya Pak, Alhamdulillah kemarin terakhir juga lumayan Pak.
- ET : Ya Mas, response mereka juga lebih baik dibanding yang pertama dulu, kan jadi lebih membantu temannya.
- R : Iya Pak, kemarin mereka juga banyak yang sempat berdiskusi juga dengan temannya. Itu Pak, kalo hasilnya priapun menurut Pak?
- ET : Ya karena mereka sudah lebih ngerti ya Mas, terus kelihatan kok kalo lebih termotivasi seperti itu, percaya diri juga, jadi ya walaupun ada yang masih perlu perbaikan, tapi ya lumayan lebih baik hasilnya yang ini.
- R : Iya Pak, kayak mereka nampak nggak mau kelihatan salah begitu Pak sama temannya,
- ET : Iya kan mereka selalu membaca punya temennya Mas, jadi yo lumrah nek rodo isin, apa lagi nek yang baca temennya yang cewek.
- R : Iya Pak, kalo materi sama proses pembelajarannya menurut Bapak bagaimana?
- ET : Iya bagus Mas, yak an ini untuk kepentingan penelitian ya, jadi kalo harus diurutkan sesuai dari awal harus ada reading dulu baru writing ya emang ga bisa, tapi yan nggak apa-apa, kan tujuannya nyampe, sama itu Mas, jangan sering berdiri di depan, kan yang belakang itu agak butuh perhatian banyak itu Mas
- R : Oo, iya iya Pak, kadang itu saya baru berkeliling kalo sudah mereka mengerjakan Pak, berarti menurut Bapak teknik peer response ini bisa efektif untuk membantu siswa ya Pak?
- ET : Bagus kok, jadi sebelum diterima guru dan diperiksa guru mereka sudah mendapat feedback dulu untuk meneliti pekerjaannya, jadi nilai mereka jadi lebih bagus.
- R : Iya Pak, ya ini berarti sabtu besok saya itu pretest aja nggih Pak,
- ET : Iya nggak masalah, berarti kan nggak pembelajaran lagi kan, berarti saya nggak usah ikut masuk ya, soalnya sabtu itu saya juga mau servis motor, ya monggo dilaksanakan.
- R : Iya Pak, anu mungkin ini mekaten, kula langsung kemawon, mbenjing sabtu mriki malih ngoten, maturnuwun.



## **C. COURSE GRID**

## COURSE GRID

School : SMP Negeri 3 Berbah  
 Grade/ Semester : VIII/ 2  
 Subject/Skill : English/Writing

### Standard of Competence:

Writing

12. To express the meaning of short simple functional written texts and essays in the form of recount and narrative to interact with the surrounding environment.

### Basic Competency:

12.2 To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptable to interact with the surrounding environment in the form of recount and narrative.

T: Teacher

Ss: Students

Cycle/ Meeting	Topic	Indicators	Learning Materials	Learning Activities	Assessment	Time	Sources and Equipment
1/1	First Experience	Students are able to: 1. Identify the social function of recount texts. 2. Identify the generic structure of recount texts. 3. Identify the language	<ul style="list-style-type: none"> <li>A recount text entitled 'Meeting a Star'</li> <li>An explanation of the social function, generic structures and language</li> </ul>	<ul style="list-style-type: none"> <li><u>Presentation</u> 1. T shows a recount text entitled "Meeting a Star" and discusses it with the Ss. 2. Ss identify the social function, generic structure and the language features of the text by answering the following questions. 3. Ss answer questions in task 1.</li> <li><u>Practice</u></li> </ul>	Writing performance in arranging jumbled sentences into a recount text	2 x 40 minutes	Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah

		<p>features of recount texts.</p> <p>4. Recognize peer response technique in writing process</p> <p>5. Write a draft of recount text in group.</p>	<p>features of recount text.</p>	<p>1. Ss answer the questions about the recount text in Task 2 in pairs.</p> <p>2. T and Ss check the answers together.</p> <p>• <u>Production</u></p> <p>1. Ss do Task 3 (Completing sentences with suitable verbs and connectives, and then re-arranging jumbled the sentences become a good recount text).</p> <p>2. T explains little bit about how giving comments or response to a writing work. Ss give response to a presented work.</p>			<p>Kelas VIII Edisi 4: Utami Widiati, [et. al.]</p> <p>• Students Worksheet</p>
1/2	My Tour	<p>Students are able to:</p> <p>1. Identify the social function of recount texts.</p> <p>2. Identify the generic structure of recount texts.</p> <p>3. Identify the language</p>	<p>• A recount diagram to help the students in write a recount text</p> <p>• A recount text entitled A Tour to Botanic Garden</p>	<p>• <u>Presentation</u></p> <p>1. T shows a recount diagram to write recount text and discusses it with Ss.</p> <p>2. T explains how to write a recount text using the recount diagram.</p> <p>3. Ss fill a past verbs table.</p> <p>4. T explains how to use peer response sheet.</p> <p>• <u>Practice</u></p>	<p>Writing performance in writing a draft of a recount text</p>	2 x 40 minutes	<p>Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah</p>

		features of recount texts. 4. Get ideas to write by recount diagram. 5. Write a draft of recount text. 6. Recognize about peer recount text technique	<ul style="list-style-type: none"> <li>• Peer response sheet</li> <li>• An explanation of the social function, generic structures and language features of recount text.</li> </ul>	1. Ss do Task 2 in pairs about answering questions related to the story. 2. T and Ss check the answers together. <ul style="list-style-type: none"> <li>• <u>Production</u></li> </ul> 1. Ss do Task 3 in pairs. Ss here make an interview to dig their idea guided by the T. 2. Ss make a draft of recount text through a recount diagram.			Kelas VIII Edisi 4: Utami Widiati, [et. al.] <ul style="list-style-type: none"> <li>• Students Worksheet</li> <li>• A recount diagram</li> </ul>
1/3	My Diary	Students are able to: 1. Identify the social function of recount texts. 2. Identify the generic structure of recount texts. 3. Identify the language features of recount texts. 4. Understand about peer response	<ul style="list-style-type: none"> <li>• Two kinds of texts</li> <li>• Peer response sheet</li> <li>• An explanation of the social function, generic structures and language features of recount text.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Presentation</u></li> </ul> 1. Ss find a recount text between two presented texts by identifying generic structure and the language features of the text. 2. T re-explains how to use peer response sheet. <ul style="list-style-type: none"> <li>• <u>Practice</u></li> </ul> 1. Ss do Task 2 (completing a text with suitable verbs and circling the time connectives). 2. Ss gives commetns on the recount test in Task 1. <ul style="list-style-type: none"> <li>• <u>Production</u></li> </ul>	Writing performance in writing a final draft of a recount text	2 x 40 minutes	Scaffolding: English for JuniorHigh School Students Grade VIII. : Priyana, Joko., arnys S Irjayanti, & Virga Renitasari. <ul style="list-style-type: none"> <li>• Students Worksheet</li> <li>• Peer response</li> </ul>

		<p>technique.</p> <p>5. Give response to friend's writing based on peer response sheet individually.</p> <p>6. Revise the draft based on friend's feedback individually.</p>		<p>1. T explains Ss' job in peer response activity.</p> <p>2. Ss share their draft, read their friends' draft, and give comments in it based on the peer response sheet. Ss can discuss it with the draft's writer or other friends.</p> <p>3. Ss give back the draft and the peer response sheet to the author.</p> <p>4. The Ss revise the draft based on their friend's response.</p> <p>5. Ss collect the works to T.</p>			sheet
2/1	My Letter	<p>Students are able to:</p> <p>1. Identify the social function of recount texts.</p> <p>2. Identify the generic structure of recount texts.</p> <p>3. Identify the language features of recount texts.</p> <p>4. Master Simple</p>	<ul style="list-style-type: none"> <li>• Two kinds of recount texts in form of letter.</li> <li>• Simple Past Tense table.</li> <li>• Regular and irregular verbs.</li> <li>• An explanation of the social function, generic</li> </ul>	<p>• <u>Presentation</u></p> <p>1. T explains other model of a recount text.</p> <p>2. T explains about Simple Past Tense and regular and irregular verbs.</p> <p>• <u>Practice</u></p> <p>1. Ss in pairs do task 1 in pairs about filling suitable past verbs in blanks in a recount text and then circling the connectives.</p> <p>2. Ss in pairs do task 3 about</p>	Writing performance	2 x 40 minutes	<p>Wardiman, Artono, Masduki B. Jahur, dan M. Sukirman Djusma. (2008) <i>English in Focus 2 : for Grade VIII Junior High School (SMP/MTs).</i></p>

		<p>Past Tense</p> <p>5. Understand regular and irregular verbs.</p> <p>6. The whole class give response to a text.</p>	<p>structures and language features of recount text.</p>	<p>filling suitable connectives in blanks in a recount text and then circling the past verbs.</p> <ul style="list-style-type: none"> <li>• <u>Production</u></li> </ul> <p>1. Ss give comments and correction to the presented work together.</p> <p>2. T lets the Ss showing their own opinion, response, and correction to the presented text.</p>			<p>Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional,.</p>
2/2	Yesterday	<p>Students are able to:</p> <p>1. Identify the social function of recount texts.</p> <p>2. Identify the generic structure of recount texts.</p> <p>3. Identify the language features of recount texts.</p> <p>4. The whole class give response to a text.</p>	<ul style="list-style-type: none"> <li>• 3 kinds texts</li> <li>• A recount text entitled My Life with a story diagram.</li> <li>• Peer response sheet</li> <li>• An explanation of the social function, generic structures</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Presentation</u></li> </ul> <p>1. Ss read 3 kinds of texts and identify which text is the recount text.</p> <p>2. Ss give comments and correction to the presented work together.</p> <p>3. Ss discuss with the group members about the correction</p> <ul style="list-style-type: none"> <li>• <u>Practice</u></li> </ul> <p>1. Ss do task 2 about changing the present verbs into past verbs in a recount text in pairs.</p>	<p>Writing performance in writing a draft of a recount text</p>	<p>2 x 40 minutes</p>	<p>Wardiman, Artono, Masduki B. Jahur, dan M. Sukirman Djusma. (2008) <i>English in Focus 2: for Grade VIII Junior High School (SMP/MTs)</i>. Jakarta: Pusat</p>

		<p>5. Get ideas to write with a story line.</p> <p>6. Make a draft of recount text better.</p>	<p>and language features of recount text.</p>	<p>2. T explains how to write a recount text with a story line to help students sequencing their story.</p> <ul style="list-style-type: none"> <li>• <u>Production</u></li> </ul> <p>1. T give example topics of recount text</p> <p>2. Ss make a draft of a recount text using a story line.</p>			Perbukuan, Departemen Pendidikan Nasional,.
2/3	My Life	<p>Students are able to:</p> <p>1. Identify the social function of recount texts.</p> <p>2. Identify the generic structure of recount texts.</p> <p>3. Identify the language features of recount texts.</p> <p>4. Understand about peer response technique better.</p>	<ul style="list-style-type: none"> <li>• A recount text entitled 'Yesterday'.</li> <li>• Peer response sheet</li> <li>• An explanation of the social function, generic structures and language features of recount text.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Presentation</u></li> </ul> <p>1. Ss do task 1 in pairs about changing the present verbs in a recount text into past verbs and then circling the the connectives. Ss then give some comments about the text.</p> <p>2. Ss discuss the answers of Task 1 with T.</p> <ul style="list-style-type: none"> <li>• <u>Practice</u></li> </ul> <p>1. Ss do the task 2 in pairs about re-arranging jumbled sentences into a good recount text and then giving a best title of the text.</p> <p>2. Ss discuss the answers of</p>	Writing performance in writing a final draft of a recount text	2 x 40 minutes	<p>Wardiman, Artono, Masduki B. Jahur, dan M. Sukirman Djusma. (2008) <i>English in Focus 2 : for Grade VIII Junior High School (SMP/MTs)</i>. Jakarta: Pusat Perbukuan, Departemen</p>

		<p>5. Give response to friend's writing based on peer response sheet individually.</p> <p>6. Revise the draft better based on friend's feedback individually.</p>		<p>Task 1 with T.</p> <ul style="list-style-type: none"> <li>• <u>Production</u></li> </ul> <ol style="list-style-type: none"> <li>1. Ss get the friends' draft from the drawing number, read the draft, and give comments on the peer response sheet. Students can discuss it with the draft's writer or other friends.</li> <li>2. Ss give back the draft and the peer response sheet to the author.</li> <li>3. The Ss revise the draft based on their friend's response.</li> <li>4. Ss collect the works to T.</li> </ol>			Pendidikan Nasional,.
--	--	---	--	--	--	--	-----------------------



## **D. LESSON PLAN**

**Cycle 1; Meeting 1****LESSON PLAN**

School	: SMP Negeri 3 Berbah
Subject	: English
Class / Semester	: XIII / 2
Skill	: Writing
Topic	: First Experience
Time Allocation	: 2 x 40 minutes

**A. Standard of Competence**

12. To express the meaning of short simple functional written texts and essays in the form of recount and narrative to interact with the surrounding environment.

**B. Basic Competency**

- 12.2 To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptably to interact with the surrounding environment in the form of recount and narrative.

**C. Indicators**

Students are able to:

- Identify the social function of recount texts.
- Identify the generic structure of recount texts.
- Identify the language features of recount texts.
- Recognize the peer response technique in writing process.
- Write a draft of recount text in group.

**D. Learning Objective**

At the end of the lesson, the students are able to write a draft of recount text in form of re-arranging jumbled sentences become a good recount text in group.

**E. Learning Materials**

- A recount text entitled Meeting a Star.
- An explanation of the social function, generic structures and language features of recount text.

A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.

The generic structure of recount text are:

1. Orientation: inform the background information about who/ what, when and where.

2. Sequence of events: It retells events: what people do? It tells the events chronologically. It uses conjunctions or connectives like: first, next, then, finally, and so on. They show list of events.
3. Reorientation: state the writer's personal comment regarding the events described.

The language features of recount text are:

1. The use of past tense
2. The use of conjunctions and time connectives to sequence the events
3. The use of adverbs and adverbial phrases to indicate time e.g. last week, ago.

#### F. Resources

Utami Widiati, ...[et.al].. (2008). *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. Jakarta:Pusat Perbukuan Departemen Pendidikan Nasional.

#### G. Methods

PPP (Presentation, Practice, Production)

#### H. Scenario

Phase	Activities	
	Teacher	Students
Opening Activities		
	<ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Checking the students' attendance.</li> <li>3. Leading Praying.</li> <li>4. Checking the students' readiness.</li> <li>5. Discussing a book contained recount, e.g. Laskar pelangi</li> <li>6. Mentioning the learning objective.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greeting the teacher.</li> <li>2. Praying.</li> <li>3. Preparing themselves for the lesson.</li> <li>4. Discussing a book contained recount</li> <li>5. Listening to the teacher.</li> </ol>
Main Activities		
Presentation	<ol style="list-style-type: none"> <li>1. Showing a recount text entitled "Meeting a Star" and discussing it.</li> <li>2. Guiding the students identifying the social function, generic structure and the language features of the text by answering the following questions.</li> <li>3. Giving the students chances to</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention to the text and discuss it with the teacher.</li> <li>2. Identify the social function, generic structure and language features of the text.</li> <li>3. Answering questions in task 1.</li> <li>4. Asking.</li> </ol>

	ask if there is anything unclear.	
Practice	1. Asking the students to do Task 2. 2. Checking the students' works. 3. Giving the students chances to ask if there is anything unclear.	1. Doing Task 2 in pairs. 2. Checking their works 3. Asking.
Production	1. Asking the students to do Task 3 (re-arranging jumbled sentences become a good recount text) and monitoring. 2. Discussing the students' works by explaining little about giving response. 3. Collecting the students' writing.	1. Doing Task 3 in pairs. 2. Giving response to a presented work. 3. Collecting their writing.
Closing Activities		
	1. Reviewing the lesson. 2. Explaining the activities in the next meeting and asking students about their past study tour. 3. Leading praying. 4. Saying thank you and ending the lesson.	1. Reviewing the lesson. 2. Listening to the teacher. 3. Praying. 4. Saying farewell to teacher.

### I. Teaching Aids

- LCD and Viewer
- Whiteboard
- Relevant Books

### J. Evaluation

- a. Form : Writing a draft of a recount text.
- b. Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).
- c. Scoring:  $\frac{\text{Score}}{\text{Total Score}}$  ✳ Ideal Score (100)

Sleman, 11 Januari 2014

English Teacher

Researcher

Ahmad Zarqoni, S.Pd  
NIP. 19670503 199303 1 010

Nur Rochman Fatoni  
NIM. 09202241079

**Handout MEETING 1****RECOUNT**  
**First Experience**

**A recount is a piece of text that retells past events, usually in the order in which they happened.**

**The purpose of a recount text is to give the audience a description of what occurred and when it occurred.**

The generic structure of recount text are:

1. Orientation: inform the background information about who/ what, when and where.
2. Sequence of events: It retells events: what people do? It tells the events chronologically. It uses conjunctions or connectives like: first, next, then, finally, and so on. They show list of events.
3. Re-orientation: state the writer's personal comment regarding the events described.

The language features of recount text are:

1. The use of past tense.
2. The use of conjunctions and time connectives to sequence the events.
3. The use of adverbs and adverbial phrases to indicate time e.g. last week, ago.

## Tasks

### Task 1

- Recount Text entitled Meeting a Star

#### Meeting a Star

On Saturday morning at 9:30, I was walking down Sunda Street. I looked for a record store.

**Orientation**

A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was but I walked with him to the end of Sunda Street. He was very friendly and his face looked so familiar. Then, I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought that it was money. I said 'no' at first but he really wanted me to have it. Therefore, I took it. I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it.

**Sequence of events**

I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive!

**Reorientation**

**Answer the questions below orally.**

#### 1. The orientation:

- Who : .....
- When : .....
- Where : .....
- What : .....

#### 2. Events:

- Event 1 : .....
- Event 2 : .....
- Event 3 : .....
- Event 4 : .....
- Event 5 : .....

#### 3. Re-orientation :

.....

**Task 2****My First Experience to Ride Motorcycle**

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I persuaded my father to teach me to ride "Honda 75".

Firstly, he began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. "Yes, I can".

One day later, when I was alone at home, I intended to try my riding ability. All ran fluently in the beginning, but when I was going back to my home and I must passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. He was not angry to me. He just gave me some advices. Since that accident, I got my father's permission to ride motorcycle.

Adapte from: <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>

**Answer the questions below.**

1. What is the topic of the text?

2. The orientation:

a. Who wanted to learn riding motorcycle? \_\_\_\_\_

b. When did father buy an old motorcycle? \_\_\_\_\_

3. Events:

What did the writer do?

4. How did the writer close the story?

5. Write the action verbs.

**Task 3**

**Re-arrange these jumbled sentences into a good recount text. Do not forget to complete each sentence with available verb and time order appropriately.**

- as it rained for two hours, we .....not have anything to do.
- I .....there with my mum, dad, and my brother.
- .....my dad grilled some fish.
- it was my worst experience during my holiday.
- last semester, I .....my holiday on Pasir Putih beach.
- we went there by bus from Sleman to Pasir Putih beach.
- immediately we .....to find a shelter to escape from the rain.
- .....my brother and I spread out our big blanket and also folding chairs.
- .....we picked up a place to sit when we .....at the beach.
- suddenly it rained very hard.

Verbs

- Went
- Ran
- Spent
- Arrived
- Could

Connectives

- First
- After that
- Then

Write your text here.

Orientation:

---

---

---

Events:

---

---

---

---

---

---

---

---

Re-orientation

---

---

---



**Cycle 1; Meeting 2****LESSON PLAN**

School	: SMP Negeri 3 Berbah
Subject	: English
Class / Semester	: XIII / 2
Skill	: Writing
Topic	: My Tour
Time Allocation	: 2 x 40 minutes

**A. Standard of Competence**

12. To express the meaning of short simple functional written texts and essays in the form of recount and narrative to interact with the surrounding environment.

**B. Basic Competency**

- 12.2 To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptably to interact with the surrounding environment in the form of recount and narrative.

**C. Indicators**

Students are able to:

- Identify the social function of recount texts.
- Identify the generic structure of recount texts.
- Identify the language features of recount texts.
- Get ideas to write by recount diagram.
- Write a draft of recount text.
- Recognize about peer recount text technique

**D. Learning Objective**

- At the end of the lesson, the students are able to get ideas to write by recount diagram, write a draft of recount text, and recognize about peer recount text technique
- .

**E. Learning Materials**

- A diagram of recount helping students to write a recount text
- A recount text
- Peer response sheet
- Explanation of the social function, generic structures and language features of recount text.

A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.

The generic structure of recount text are:

1. Orientation: inform the background information about who/ what, when and where.
2. Sequence of events: It retells events: what people do? It tells the events chronologically. It uses conjunctions or connectives like: first, next, then, finally, and so on. They show list of events.
3. Reorientation: state the writer's personal comment regarding the events described.

The language features of recount text are:

1. The use of past tense
2. The use of conjunctions and time connectives to sequence the events
3. The use of adverbs and adverbial phrases to indicate time e.g. last week, ago.

## F. Resources

Utami Widiati, ...[et.al.]. (2008). *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

## G. Methods

PPP (Presentation, Practice, Production)

## H. Scenario

Phase	Activities	
	Teacher	Students
Opening Activities		
	<ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Checking the students' attendance.</li> <li>3. Leading Praying.</li> <li>4. Asking students about their last tour.</li> <li>5. Mentioning the learning objective.</li> </ol>	<ol style="list-style-type: none"> <li>1. Greeting the teacher.</li> <li>2. Praying.</li> <li>3. Preparing themselves for the lesson.</li> <li>4. Discussing the last tour</li> <li>5. Listening to the teacher.</li> </ol>
Main Activities		
Presentation	<ol style="list-style-type: none"> <li>1. Showing a recount diagram to write recount text and discuss it.</li> <li>2. Guiding the students understanding the generic structure, the language features, and the past tense</li> <li>3. Giving the students chances to ask if there is anything unclear.</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention to the explanation and discuss it with the teacher.</li> <li>2. Answering questions in task 1.</li> <li>3. Asking.</li> </ol>
Practice	<ol style="list-style-type: none"> <li>1. Asking the students to do Task 2.</li> <li>2. Checking the students' works.</li> </ol>	<ol style="list-style-type: none"> <li>1. Doing Task 2 in pairs.</li> <li>2. Checking their works</li> </ol>

	3. Explain little bit about peer response to revise their first draft in task 3.	3. Asking.
Production	1. Asking the students to do Task 3. (interview in pairs to dig Ss' ideas) Monitoring students. 2. Ask the students fill the recount diagram first. 3. Ask them to start writing their draft if they have finished the diagram 4. Collecting the students' writing.	1. Doing Task 3 in pairs. 2. Fill the diagram by their idea/story. 3. Writing the draft based on the diagram. 4. Collecting their writing.
Closing Activities		
	1. Reviewing the lesson. 2. Explaining the activities in the next meeting and asking students to bring diary. 3. Leading praying. 4. Saying thank you and ending the lesson.	1. Reviewing the lesson. 2. Listening to the teacher. 3. Praying. 4. Saying farewell to teacher.

### I. Teaching Aids

- LCD and Viewer
- Whiteboard
- Relevant Books

### J. Evaluation

- a. Form : Writing a draft of a recount text.
- b. Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).
- c. Scoring:  $\frac{\text{Score}}{\text{Total Score}} \times \text{Ideal Score (100)}$

Sleman, 15 Januari 2014

English Teacher

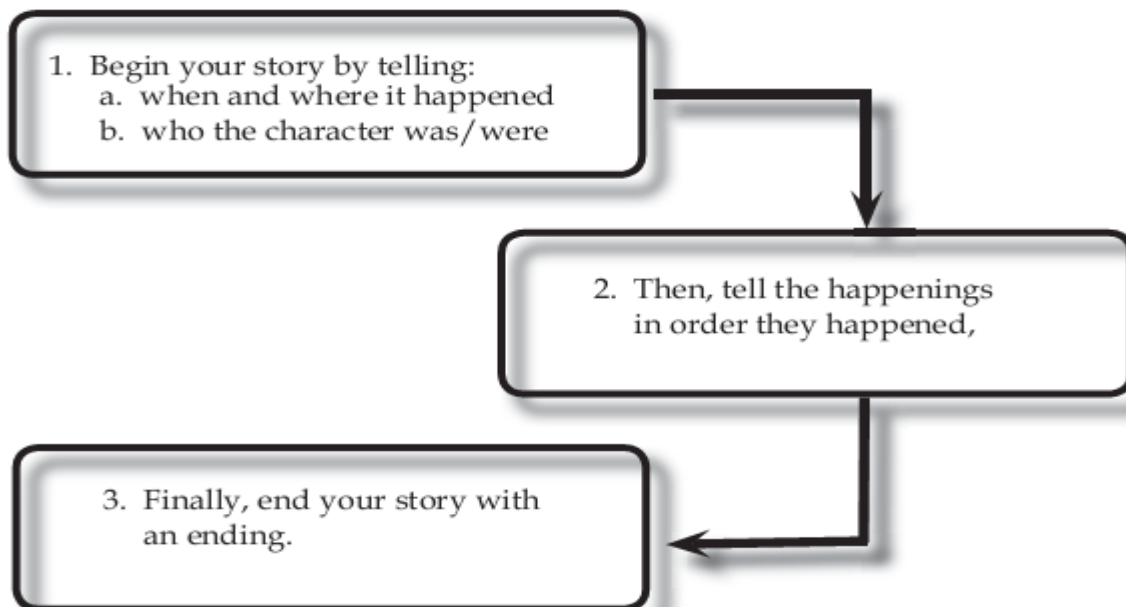
Researcher

Ahmad Zarqoni, S.Pd  
NIP. 19670503 199303 1 010

Nur Rochman Fatoni  
NIM. 09202241079

Handout MEETING 2**My Tour****Task 1**

Get ready to tell your own experience to your friend. Remember that you should do the following steps in the recount diagram:



To make the events in recount text organized in chronological order, we use connectives that signal time, for example:

First	then	Next
After that	Meanwhile	Finally

Can you find others?

Recount text uses also past tense form. Let's practice.

Present	Past
Go	
Walk	
Get	
Arrive	
Look at	
Finish	
Take	
Ride	
Is	
Buy	

**Task 2**

Read Nida's school trip to the Botanic Gardens for the school magazine below.

**A Tour to the Botanic Gardens  
by Nida**

On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked down and got into the bus.

After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First we went to the Orchid Farm and Mrs. Rita read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk.

A lady took us around and introduced herself, then she explained what we were going to do. Next she took us in to the green house. It was most interesting.

Soon after we had finished we went back outside. Finally we got into the bus and returned to school. We were tired but happy.

**Answer these questions.**

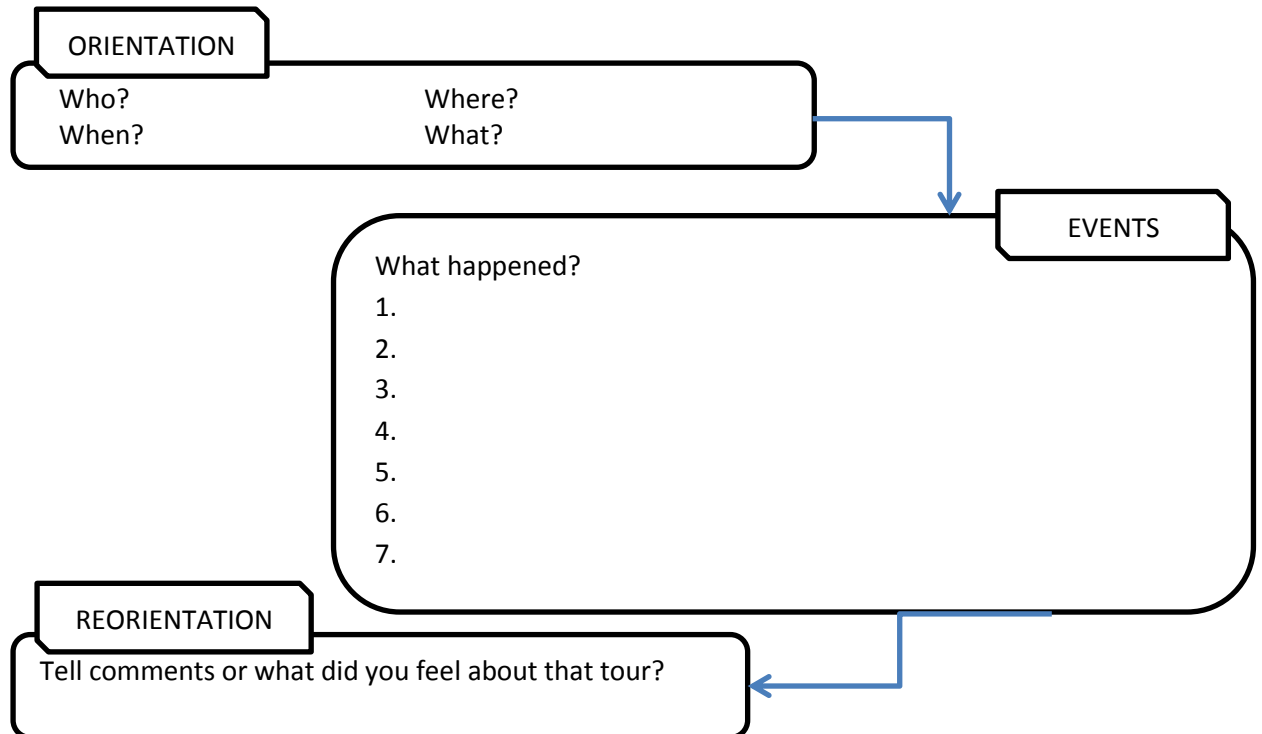
- |   |                                    |
|---|------------------------------------|
| 1. What is the text about?                              | 6. What did they do next?          |
| 2. 'We' in the text above refer to _____                | 7. Who do you think Mrs. Rita was? |
| 3. Did Nida tell what Year Eight students do?           | 8. What did she do?                |
| 4. When did they do it? Where?                          | 9. Where did they go next?         |
| 5. What was the first thing they did when they arrived? | 10. How did they return to school? |

**Task 3**

Work in pairs and discuss these questions.

1. Have you ever gone on a picnic or a tour?
2. When did you go there?
3. Did you go with your friend or your family?
4. What places did you visit during your picnic?
5. What did you feel along the picnic?

By looking back on the diagram in task 1, discuss with your friend about your picnic or tour. Then make a draft based on the diagram.



### Student Worksheet

Write your text here.

Orientation:

---



---



---

Events:

---



---



---



---



---



---



---

Reorientation

---



---

**Cycle 1; Meeting 3****LESSON PLAN**

School	: SMP Negeri 3 Berbah
Subject	: English
Class / Semester	: XIII / 2
Skill	: Writing
Topic	: My Diary
Time Allocation	: 2 x 40 minutes

**A. Standard of Competence**

12. To express the meaning of short simple functional written texts and essays in the form of recount and narrative to interact with the surrounding environment.

**B. Basic Competency**

- 12.2 To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptably to interact with the surrounding environment in the form of recount and narrative.

**C. Indicators**

Students are able to:

- Identify the social function of recount texts.
- Identify the generic structure of recount texts.
- Identify the language features of recount texts.
- Understand about peer response technique.
- Give response to friend's writing based on peer response sheet individually.
- Revise the draft based on friend's feedback individually.

**D. Learning Objective**

At the end of the lesson, the students are able to understand about peer response technique, giving response to friends writing based on peer response sheet individually and revise it become a good recount text based on peer response individually.

**E. Learning Materials**

- Recount texts.
- Peer response sheet
- An explanation of the social function, generic structures and language features of recount text.

A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.

The generic structure of recount text are:

1. Orientation: inform the background information about who/ what, when and where.
2. Sequence of events: It retells events: what people do? It tells the events chronologically. It uses conjunctions or connectives like: first, next, then, finally, and so on. They show list of events.
3. Reorientation: state the writer's personal comment regarding the events described.

The language features of recount text are:

1. The use of past tense
2. The use of conjunctions and time connectives to sequence the events
3. The use of adverbs and adverbial phrases to indicate time e.g. last week, ago.

#### F. Resources

Priyana, Joko., Arnys S Irjayanti, & Virga Renitasari. (2008). *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

#### G. Methods

PPP (Presentation, Practice, Production)

#### H. Scenario

Phase	Activities	
	Teacher	Students
Opening Activities		
	<ol style="list-style-type: none"> <li>1. Greeting the students.</li> <li>2. Checking the students' attendance.</li> <li>3. Leading Praying.</li> <li>4. Mentioning the learning objective.</li> <li>5. Reviewing last lesson</li> </ol>	<ol style="list-style-type: none"> <li>1. Greeting the teacher.</li> <li>2. Praying.</li> <li>3. Preparing themselves for the lesson.</li> <li>4. Listening to the teacher.</li> </ol>
Main Activities		
Presentation	<ol style="list-style-type: none"> <li>1. Showing two texts.</li> <li>2. Guiding the students to find which the recount text is by identifying generic structure and the language features of the text.</li> <li>3. Giving the students chances to ask if there is anything unclear.</li> </ol>	<ol style="list-style-type: none"> <li>1. Paying attention to the texts and discuss it with the teacher.</li> <li>2. Find the recount text and identify the generic structure and language features of the texts in task 1.</li> <li>3. Asking.</li> </ol>
Practice	<ol style="list-style-type: none"> <li>1. Asking the students to underline the past verbs and circling the time connectives.</li> <li>2. Asking them to comment on</li> </ol>	<ol style="list-style-type: none"> <li>1. Doing the work in pairs.</li> </ol>



	the recount text in task 1. 3. Giving the students chances to ask if there is anything unclear.	2. Asking.
Production	1. Distributing the draft, the peer response sheet, and the final draft work sheet. 2. Explain about peer response and the students' job. 3. Ask them to share the draft to their friends, read the draft, and give comments on the peer response sheet. 4. Helping students' difficulty 5. Asking them to give back the draft and the peer response sheet to the draft's author. 6. Asking them to revise the draft. 7. Checking students' work	1. Make a group of 4 or 5. 2. Listen to teacher's explanation. 3. Share the draft to their friends, read the draft, and give comments on the peer response sheet. 4. Give back the draft and the peer response sheet to the draft's author. 5. Revise the draft based on the comments from their friends. 6. Collect the works.
Closing Activities		
	1. Reviewing the lesson. 2. Explaining the activities in the next meeting. 3. Leading praying. 4. Saying thank you and ending the lesson.	1. Reviewing the lesson. 2. Listening to the teacher. 3. Praying. 4. Saying farewell to teacher.

### I. Teaching Aids

- LCD and Viewer
- Whiteboard
- Relevant Books

### J. Evaluation

- a. Form : Writing a final draft of a recount text.
- b. Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).
- c. Scoring:  $\frac{\text{Score}}{\text{Total Score}}$  ✱ Ideal Score (100)

English Teacher

Sleman, 18 Januari 2014  
Researcher

Ahmad Zargoni, S.Pd  
NIP. 19670503 199303 1 010

Nur Rochman Fatoni  
NIM. 09202241079

**Handout MEETING 3****RECOUNT  
My Diary****Tasks 1**

**Which one is the recount text? Then tell your teacher the reason clearly.**

a.

I have a best friend in the school. She has a very tight schedule.

She gets up at 5 and she has rice and a boiled egg for breakfast. At 6 she leaves home for school. After school, she works. She presents School Profile program in EOS. She works for two hours. After work, she plays games or chats on the internet. Surfing on the internet and playing games are her hobbies. In the evening, she studies. She goes to bed at 9.30 p.m.

Every day is useful for her.

b.

I was chosen by my teacher to join the Traditional Dance Festival. It was the first and biggest festival for me. At first, I did not feel confident. However, my teacher told me that I could do it. After that, I practised dancing diligently.



Today, my parents took me to the festival. They did not want to miss it. Then, the time came for me to go on the stage. When performing, I was not as nervous as I thought. Finally, I did it. The result was better than I expected. I won and I was given the chance to go to Japan the following month. I was very happy.

Then identify :

- a. The generic structure of the text. (Orientation, Events, and Re-orientation)
- b. The past verbs. (Give underline below the verbs)
- c. The time connectives. (Give circle on the time connectives)

1<sup>st</sup> Cycle

## Students Worksheet

Write your final draft here.

[illegible]

**Draft Writer:**

**Reviewer :**

### Peer Response Sheet

Read your partner's text twice and give response of his/her draft. Fill the following form with your comments about your partner's draft. Then, give it to your partner so he/she can respond to your comments. *(Baca teks temanmu dua kali dan beri draftnya response. Isi form dibawah ini dengan komentar-komentarmu tentang draft temanmu. Lalu, berikan pada temanmu sehingga dia dapat merespon commentarmu.)*

The guide form of Peer Response for reviewer:

*Form panduan Peer Response untuk reviewer:*

1. Write two sentences about your positive opinion after you reading the draft.  
*(Tuliskan dua kalimat tentang opini positifmu setelah kamu membaca draft tersebut.)*

---



---

3. Describe which part that you like best.  
*(Uraikan bagian mana yang kamu sukai.)*

---



---

4. Describe which part that makes you confused.  
*(Uraikan bagian mana yang membuatmu bingung.)*

---



---

5. Does it use the generic structure such orientation, list of events, and re-orientation properly?  
*(Apakah text tersebut menggunakan generic structure seperti orientation, list of events, dan re-orientation dengan tepat?)*

---



---

6. Give your comment or suggestion to your friend to revise the draft properly.  
(at least 2 points)

*(Berikan komentar atau saranmu untuk temanmu untuk merevisi draft tersebut dengan baik.(minimal 2 poin))*

- a. Orientation :

---



---

- b. List of Events

---



---

- c. Re-orientation

---



---

7. Does it use language features of recount text properly?

*(Apakah teks tersebut menggunakan language features of recount text dengan tepat?)*

---

8. Give your comment or suggestion to correct the draft properly.

*(Berikan komentar atau saranmu untuk memperbaiki draft tersebut dengan baik.)*

a. Past Tense:

---

b. Time Connectives:

---

c. Mechanics and Spelling:

---

9. Does the text have a good coherence?

*(Apakah teks tersebut memiliki sebuah koherensi yang baik?)*

---

10. Is the writing in the text legible?

*(Apakah tulisan dalam text tersebut dapat dibaca?)*

---

#### WRITER RESPONSE:

Do you agree/disagree with your partner's feedback? Does it useful for revising your draft?

*(Apakah kamu setuju/tidak setuju dengan feedback temanmu? Apakah feedback tersebut berguna untuk merevisi draftmu?)*

---

**Cycle 2; Meeting 1****LESSON PLAN**

School	: SMP Negeri 3 Berbah
Subject	: English
Class / Semester	: XIII / 2
Skill	: Writing
Topic	: My Letter
Time Allocation	: 2 x 40 minutes

**A. Standard of Competence**

12. To express the meaning of short simple functional written texts and essays in the form of recount and narrative to interact with the surrounding environment.

**B. Basic Competency**

- 12.2 To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptably to interact with the surrounding environment in the form of recount and narrative.

**C. Indicators**

Students are able to:

- Identify the social function of recount texts.
- Identify the generic structure of recount texts.
- Identify the language features of recount texts.
- Master Simple Past Tense
- Understand regular and irregular verbs.
- The whole class give response to a text.

**D. Learning Objective**

At the end of the lesson, the students are able to master Simple Past Tense, understand regular and irregular verbs, and give comments or correction to a text together.

**E. Learning Materials**

- Recount texts.
- Peer response sheet
- An explanation of the social function, generic structures and language features of recount text.

A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.

The generic structure of recount text are:

1. Orientation: inform the background information about who/ what, when and where.
2. Sequence of events: It retells events: what people do? It tells the events chronologically. It uses conjunctions or connectives like: first, next, then, finally, and so on. They show list of events.
3. Reorientation: state the writer's personal comment regarding the events described.

The language features of recount text are:

1. The use of past tense
2. The use of conjunctions and time connectives to sequence the events
3. The use of adverbs and adverbial phrases to indicate time e.g. last week, ago.

#### F. Resources

Wardiman, Artono, Masduki B. Jahur, dan M. Sukirman Djusma. (2008)  
*English in Focus 2 : for Grade VIII Junior High School (SMP/MTs)*.  
 Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional,.

#### G. Methods

PPP (Presentation, Practice, Production)

#### H. Scenario

Phase	Activities	
	Teacher	Students
Opening Activities		
	1. Greeting the students. 2. Checking the students' attendance. 3. Leading Praying. 4. Mentioning the learning objective. 5. Reviewing last lesson	1. Greeting the teacher. 2. Praying. 3. Preparing themselves for the lesson. 4. Listening to the teacher.
Main Activities		
Presentation	1. Explaining other model of recount text. 2. Explaining about Simple Past Tense and regular and irregular verbs.	1. Paying attention to the teacher's explanation. 2. Answering teacher's question related to the topic. 3. Asking.
Practice	1. Asking the students to do Task 1 as a reminder task. 2. Asking the students to do Task 3 to check the students understanding.	1. Doing the tasks in pairs. 2. Asking.
Production	1. Inviting the whole class to do peer response activity. 2. Let the students show their	1. Giving comments and correction to the presented work.

	own opinion, response, and correction to the presented text. 3. Asking the students difficulty and checking students' work	2. Discussed with pair about the correction. 3. Asking
Closing Activities		
	1. Reviewing the lesson. 2. Explaining the activities in the next meeting. 3. Leading praying. 4. Saying thank you and ending the lesson.	1. Reviewing the lesson. 2. Listening to the teacher. 3. Praying. 4. Saying farewell to teacher.

**I. Teaching Aids**

- LCD and Viewer
- Whiteboard
- Relevant Books

**J. Evaluation**

- a. Form : A text
- b. Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).
- c. Scoring :  $\frac{\text{Score}}{\text{Total Score}} \times \text{Ideal Score (100)}$

Sleman, 22 Januari 2014

English Teacher

Researcher

Ahmad Zargoni, S.Pd  
NIP. 19670503 199303 1 010

Nur Rochman Fatoni  
NIM. 09202241079



**Handout MEETING 4****RECOUNT  
My Letter****Task 1**

**Fill in the blanks with the suitable words in the box. Look at the example. Then, circle the time connectives.**

join	can	take	ask	arrive	be(are)
go	tell	bring	hear	realize	

**Yogyakarta, 30 Desember 2013**

Dear Uncle Sam,

How are you uncle? I hope everything is okay there. I just want to tell you my story in Calendar Girl Audition.

A year ago, my friend and I 1) joined the Calendar Girl and Boy Audition in a radio station outside our town. We 2)..... about this audition from our neighbor a week before. At first, we 3)..... very excited. This was because it was our first time to join such an audition. We 4) ..... there by bus. It 5)..... 2 hours to get there. When we 6) ....., we saw many people who also joined the contest. After we examined more carefully, we 7) ..... that all of the contestants wore red and white costumes. Then, we 8)..... The committee why the contestants were in red and white. The committee 9)..... us that it was the major requirement to join the contest. Meanwhile, my friend and I 10) ..... the wrong costumes. I prepared a long blue gown, while my friend prepared a colorful gown. We were very desperate because we 11)..... Not join the audition. Finally, we went home sadly.

Those were my story, Uncle. Please write back.

Sincerely,

*Adam*

Then, Identify the generic structure.

**Task 2*****Simple Past Tense***

Nominal Sentence	Verbal Sentence	Time Expression
Subject + To Be (was/were)	Subject + V2 (V1-ed/irregular V2)	Yesterday
(+) S + was/were Ex. He was a child. You were in the classroom.	(+) S + V2 Ex. They called me. She wrote a letter.	Last night two days ago one year ago
(-) S + was/were + not Ex. He was not a child. You were not in the classroom.	(-) S + did + not + V1 Ex. They did not call me. She did not write a letter.	Last week a long time ago
(?) Was/were + S + C Ex. Was he a child? Were you in the classroom?	(?) Did + S + V1? Ex. Did they call me? Did she write a letter?	

**Task 3**

Fill in the blanks with the suitable time connectives in the box. Then, circle the past verbs.

After that	Then	Finally	After	Then
------------	------	---------	-------	------

Berbah, 20

January 2014

Hi Dona,

How are you there? I Hope all is well in your new city. Now, I want to tell you my story.

It was my grandpa's birthday last Sunday. 1)....., my sister and I went shopping at the mall. We bought a nice shirt. 2)....., we wrapped it in a blue paper. Blue is my grandpa's favorite color. On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful cake. I wrote 'Happy Birthday' on it. 3)....., we put some chocolate and a candle on the top of the cake. On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft-drink, and flowers for grandpa. 4)....., we sat together in the living room. 5)....., grandpa blew the candle and cut the cake while we were singing a 'Happy Birthday' song for him. 6).....giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very happy.

Hope to hear from you soon. Bye.

Much Love  
Nina

**Irregular Verbs**

<b>Simple Form</b>	<b>Simple Past</b>	<b>Past Participle</b>	<b>Simple Form</b>	<b>Simple Past</b>	<b>Past Participle</b>
Become	Became	Become	Know	Knew	Known
Begin	Begun	Began	Loose	Lost	Lost
Break	Broke	Broken	Leave	Left	Left
Bring	Brought	Brought	Make	Made	Made
Buy	Bought	Bought	Meet	Met	Met
Choose	Chose	Chosen	Run	Ran	Run
Cut	Cut	Cut	Say	Said	Said
Do	Did	Done	See	Saw	Seen
Eat	Ate	Eaten	Send	Sent	Sent
Feel	Felt	Felt	Sing	Sang	Sung
Find	Found	Found	Speak	Spoke	Spoken
Get	Got	Gotten	Sit	Sat	Sat
Give	Gave	Given	Stand	Stood	Stood
Go	Went	Gone	Take	Took	Taken
Have	Had	Had	Write	Wrote	Written

**Regular Verbs** (past form & past participle = simple form + ed)

Accept	Belong	Dance	Join
Advise	Color	Deliver	Kick
Allow	Call	End	Measure
Answer	Change	Enjoy	Occur
Back	Check	Enter	Plan
Bake	Clear	Inform	Taste

**Cycle 2; Meeting 2****LESSON PLAN**

School	: SMP Negeri 3 Berbah
Subject	: English
Class / Semester	: XIII / 2
Skill	: Writing
Topic	: Yesterday
Time Allocation	: 2 x 40 minutes

**A. Standard of Competence**

12. To express the meaning of short simple functional written texts and essays in the form of recount and narrative to interact with the surrounding environment.

**B. Basic Competency**

- 12.2 To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptably to interact with the surrounding environment in the form of recount and narrative.

**C. Indicators**

Students are able to:

- Identify the social function of recount texts.
- Identify the generic structure of recount texts.
- Identify the language features of recount texts.
- The whole class give response to a text.
- Get ideas to write with a story line.
- Make a draft of recount text better.

**D. Learning Objective**

At the end of the lesson, the students are able to give comments or correction to a text together, get ideas to write with a story line, and make a draft of recount text better.

**E. Learning Materials**

- Recount texts.
- Peer response sheet
- An explanation of the social function, generic structures and language features of recount text.

A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.

The generic structure of recount text are:

4. Orientation: inform the background information about who/ what, when and where.
5. Sequence of events: It retells events: what people do? It tells the events chronologically. It uses conjunctions or connectives like: first, next, then, finally, and so on. They show list of events.
6. Reorientation: state the writer's personal comment regarding the events described.

The language features of recount text are:

4. The use of past tense
5. The use of conjunctions and time connectives to sequence the events
6. The use of adverbs and adverbial phrases to indicate time e.g. last week, ago.

#### F. Resources

Wardiman, Artono, Masduki B. Jahur, dan M. Sukirman Djusma. (2008)  
*English in Focus 2 : for Grade VIII Junior High School (SMP/MTs)*.  
 Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional,.

#### G. Methods

PPP (Presentation, Practice, Production)

#### H. Scenario

Phase	Activities	
	Teacher	Students
Opening Activities		
	1. Greeting the students. 2. Checking the students' attendance. 3. Leading Praying. 4. Mentioning the learning objective. 5. Reviewing last lesson	1. Greeting the teacher. 2. Praying. 3. Preparing themselves for the lesson. 4. Listening to the teacher.
Main Activities		
Presentation	1. Showing 3 kinds of text. 2. Inviting the whole class to do the peer response activity. 3. Let the students show their own opinion, response, and correction to the presented text in group. 4. Asking the students difficulty and checking students' work	1. Read and identify which text is the recount text. 2. Giving comments and correction to the presented work. 3. Discussing with the group members about the correction. 4. Asking.
Practice	1. Asking the students to do Task 2 as a reminder task. 2. Explaining how to write a recount text with a story line to	1. Doing the tasks in pairs. 2. Listening to the teacher.

	help students sequencing their story.	3.Asking.
Production	1. Distributing student worksheets for students to make a recount text draft. 2. Giving example topics of recount text.	1. Make a draft of a recount text using a story line.
Closing Activities		
	1. Reviewing the lesson. 2.Explaining the activities in the next meeting. 3.Leading praying. 4.Saying thank you and ending the lesson.	1. Reviewing the lesson. 2. Listening to the teacher. 3. Praying. 4. Saying farewell to teacher.

#### I. Teaching Aids

- LCD and Viewer
- Whiteboard
- Relevant Books

#### J. Evaluation

- a. Form : A text
- b. Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).
- c. Scoring :  $\frac{\text{Score}}{\text{Total Score}} \times \text{Ideal Score (100)}$

Sleman, 25 Januari 2014

English Teacher

Researcher

Ahmad Zarqoni, S.Pd  
NIP. 19670503 199303 1 010

Nur Rochman Fatoni  
NIM. 09202241079

**Handout MEETING 5****RECOUNT****Yesterday****Task 1**

**Here are three non-fiction texts. Can you tell which the recount text?**

**Text 1.**

2 eggs, 25 g of oil , 250 milk, Frying pan

Method:

Take the pan and put in the oil. Heat the oil until it is hot. Break the eggs into a bowl and add the milk. Beat the eggs and milk together and when mixed thoroughly, add to the frying pan. Fry until the omelette is brown on one side and then turn it over in the pan. When cooked remove from the pan and serve with a garnish of parsley.

**Text 2**

In the summer the amount of daylight that we get is more than we get in winter. This is not because as some people think we are closer to the sun but because of the tilt of the Earth. The Earth is actually closer to the sun in winter than it is in the summer but you would be forgiven for thinking that this can not be true after looking out of your window on a cold and frosty morning. It seems strange that as the earth gets closer to the Sun during its orbit then in the amount of daylight that we get decreases. But that is the case. It is the tilt of the Earth that determine the amount of daylight that we get and so the length of time that for us the sun is above the horizon.

**Text 3**

My mother got me ready for school then I waited for her to brush my hair and place every strand in just the perfect position. I showed her my shoes that I had cleaned the night before and my school bag was neatly put on my shoulder before I got near the door. Only after my mother was totally satisfied was I allowed to rush out of the front door. I left home at 8 am on the dot and made my way down the lane. After a walk of about 700 metres I was able to see the tall steeple of

the school. The playground was always full in the summer and the noise made me rush into the yard and get into a good game of football before the bell went.

Source: <http://www.activities-for-the-kids.co.uk/teachers-year-4-literacy.htm>

## Task 2

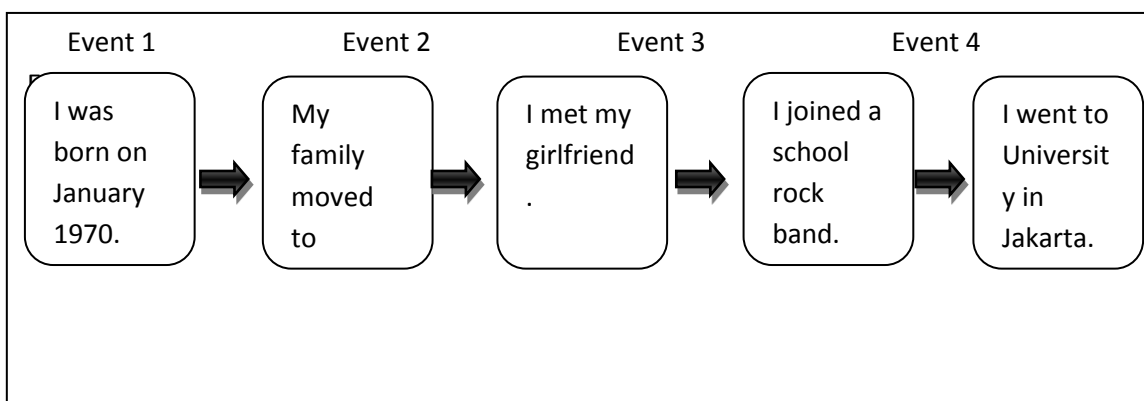
**This is a sample of how to write a recount text using a story line. Before we go further, just change the present verb into past verb.**

### **My Life**

I was born in January 1970. My parents lived in Waigeo. When I was kid I live with my parents in a small but comfortable house in waigeo.

In 1980, my parents move to Jakarta for my father's job. In my memory, Jakarta is very clean at that time. Then, in Jakarta, when I am at my junior high school, I meet my girlfriend. She is my classmate. Our relationship continue till I graduated from junior high school. In 1995, I was at senior high school. I join a rock band in my school. I was appointed to be a vocalist. Then, when I was 17, my band win a national band competition in Surabaya. In 1998, I graduate from senior high school and went to music academy in Jakarta.

Those are some parts of my life when I was a teenager. Those were a memorable story.





**Task 3****Name of the newspaper:****Headline:****First Paragraph****Second Paragraph:****Third Paragraph:**

Finally Then Next Firstly After that After Eventually Later on Just then  
Immediately Soon See->saw go->went take->took watch->watched get->got  
feel-> felt  
Happy tired good fun awesome cool boring

**Cycle 2; Meeting 3****LESSON PLAN**

School	: SMP Negeri 3 Berbah
Subject	: English
Class / Semester	: XIII / 2
Skill	: Writing
Topic	: My Life
Time Allocation	: 2 x 40 minutes

**A. Standard of Competence**

12. To express the meaning of short simple functional written texts and essays in the form of recount and narrative to interact with the surrounding environment.

**B. Basic Competency**

- 12.2 To express the meaning and steps of rhetoric in the short simple essay by using written language accurately, properly and acceptably to interact with the surrounding environment in the form of recount and narrative.

**C. Indicators**

Students are able to:

- Identify the social function of recount texts.
- Identify the generic structure of recount texts.
- Identify the language features of recount texts.
- Understand about peer response technique better.
- Give response to friend's writing based on peer response sheet individually.
- Revise the draft better based on friend's feedback individually.

**D. Learning Objective**

At the end of the lesson, the students are able to understand about peer response technique better, giving response to friends writing based on peer response sheet individually and revise it to become a better recount text based on peer response individually.

**E. Learning Materials**

- Recount texts.
- Peer response sheet
- An explanation of the social function, generic structures and language features of recount text.

A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.

The generic structure of recount text are:

1. Orientation: inform the background information about who/ what, when and where.
2. Sequence of events: It retells events: what people do? It tells the events chronologically. It uses conjunctions or connectives like: first, next, then, finally, and so on. They show list of events.
3. Reorientation: state the writer's personal comment regarding the events described.

The language features of recount text are:

1. The use of past tense
2. The use of conjunctions and time connectives to sequence the events
3. The use of adverbs and adverbial phrases to indicate time e.g. last week, ago.

#### F. Resources

Wardiman, Artono, Masduki B. Jahur, dan M. Sukirman Djusma. (2008)  
*English in Focus 2 : for Grade VIII Junior High School (SMP/MTs)*.  
 Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional,.

#### G. Methods

PPP (Presentation, Practice, Production)

#### H. Scenario

Phase	Activities	
	Teacher	Students
Opening Activities		
	1. Greeting the students. 2. Checking the students' attendance. 3. Leading Praying. 4. Mentioning the learning objective. 5. Reviewing last lesson	1. Greeting the teacher. 2. Praying. 3. Preparing themselves for the lesson. 4. Listening to the teacher.
Main Activities		
Presentation	1. Asking students to do task 1. 2. Discussed the answer of Task 1 with students. 3. Checking students' work. 4. Asking the students difficulty and checking students' work	1. Doing task 1 in pairs. 2. Discussed the answer of Task 1 with teacher. 3. Asking.
Practice	1. Asking the students to do Task 2. 2. Discussing the answer of Task 1 with students. 3. Checking students' work.	1. Doing the task 2 in pairs. 2. Discussing the answer of Task 1 with teacher. 3. Asking.

	4. Asking the students difficulty and checking students' work	
Production	1. Distributing the sheets. 2. Monitoring the peer response activity. 3. Helping the students' difficulties.	1. Get the friends' draft from the drawing number, read the draft, and give comments on the peer response sheet. Students can discuss it with the draft's writer or other friends. 2. Revise the draft based on the comments from their friends. 3. Collect the works.
Closing Activities		
	1. Reviewing the lesson. 2. Explaining the activities in the next meeting. 3. Leading praying. 4. Saying thank you and ending the lesson.	1. Reviewing the lesson. 2. Listening to the teacher. 3. Praying. 4. Saying farewell to teacher.

### I. Teaching Aids

- LCD and Viewer
- Whiteboard
- Relevant Books

### J. Evaluation

- a. Form : A text
- b. Rubric : Writing rubric adapted from Jacob's et al's scoring profile in Weigle (2002:116).
- c. Scoring :  $\frac{\text{Score}}{\text{Total Score}} \times \text{Ideal Score (100)}$

Sleman, 29 Januari 2014

English Teacher

Researcher

Ahmad Zarqoni, S.Pd  
NIP. 19670503 199303 1 010

Nur Rochman Fatoni  
NIM. 09202241079

## **Handout MEETING 6**

### **RECOUNT** **My Life**

#### **Task 1**

**Change the verb 1 in the text into verb 2. Then circle the time connectives and give some comments to the text.**

#### **Yesterday**

I had a terrible day yesterday. First, I wake up an hour late because my alarm clock did not ring. Then, I am in such a hurry that I burn my hand when I was making breakfast.

After breakfast, I get dressed so quickly that I forget to wear socks. Next, I go to school and I ran out of the house trying to get the 9:30 bus, but of course I miss it. I wanted to take a taxi, but I didn't have enough money. Then, I walk the three miles to my school. After that, I looked around along the street there were many children playing their bicycle. I realized that it was Sunday. I think how come I can forget a day like this. Finally, I went home and laughed along the street.

I hope I never have a day as the one I had yesterday. It is embarrassing but funny.

#### **Task 2**

**Re-arrange these jumbled sentences into a good recount text and give the best tittle.**

#### **Tittle?.....**

1. The next day, we spent our time observing plantation and insects while the girls were preparing meals.
2. In the afternoon, we went to the river and caught some fish for supper.
3. We promised that we want to do it again next time.
4. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.
5. My friends and I felt very happy along the activity.
6. Firstly, we built the camp next to a small river. It was getting darker and colder, so we built a fire camp.
7. Last weekend, my friends and I went camping.
8. On Monday, we packed our bags and got ready to go home.
9. We reached the camping ground after we walked for about one and a half hour from the parking lot.

*Text by Agus Molgana*

<b>Draft Writer:</b> <b>Reviewer :</b>
---

### Peer Response Sheet

Read your partner's text twice and give response of his/her draft. Fill the following form with your comments about your partner's draft. Then, give it to your partner so he/she can respond to your comments. *(Baca teks temanmu dua kali dan beri draftnya response. Isi form dibawah ini dengan komentar-komentarmu tentang draft temanmu. Lalu, berikan pada temanmu sehingga dia dapat merespon commentarmu.)*

The guide form of Peer Response for reviewer:

*Form panduan Peer Response untuk reviewer:*

1. Describe which part that you like best and give your positive opinion.

*(Uraikan bagian mana yang kamu sukai dan beri opini positifmu.)*

---



---



---

2. ORIENTATION

- a. Is there a part that makes you confused? Give your comments or suggestions to your friend to revise the orientation properly.

*(Apakah ada bagian yang membuatmu bingung? Berikan komentar atau saranmu untuk temanmu untuk merevisi bagian orientation dengan baik. )*

---



---

- b. Give your comments or suggestions about:

- a. Past Tense:

---

- c. Mechanics and Spelling:

---

3. EVENTS

- a. Is there a part that makes you confused? Give your comments or suggestions to your friend to revise the events properly.

*(Apakah ada bagian yang membuatmu bingung? Berikan komentar atau saranmu untuk temanmu untuk merevisi bagian events dengan baik. )*

---



---

- b. Give your comments or suggestions about:

- a. Past Tense:

---

- b. Time Connectives:

---

- c. Mechanics and Spelling:

---

#### 4. RE-ORIENTATION

- a. Is there a part that makes you confused? Give your comments or suggestions to your friend to revise the re-orientation properly.  
(Apakah ada bagian yang membuatmu bingung? Berikan komentar atau saranmu untuk temanmu untuk merevisi bagian re-orientation dengan baik. )

---

- b. Give your comments or suggestions about:

a. Past Tense:

---

c. Mechanics and Spelling:

---

5. Does the text legible and have a good coherence?

(Apakah teks tersebut dapat dibaca dan memiliki sebuah koherensi yang baik?)

---

#### WRITER RESPONSE:

Do you agree/disagree with your partner's feedback? Does it useful for revising your draft?

(Apakah kamu setuju/tidak setuju dengan *feedback* temanmu? Apakah *feedback* tersebut berguna untuk merevisi draftmu?)

---

**Student Worksheet in Pre Test and Post Test****Student Worksheet**

Name :

Std. Number :

**Write your recount text here.**



## **E. OBSERVATION CHECKLISTS**

## Observation Checklist of the Teaching and Learning Process

Filled by the collaborators.

Cycle :  
Meeting :

No	Activities	Meetings											
		1		2		3		4		5		6	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Teacher													
1.	The teacher opens the class by greeting and asking students' condition	V		V		V		V		V		V	
2.	The teacher leads the prayer	V		V		V		V		V		V	
3.	The teacher checks students' attendance		V	V		V		V			V		V
4.	The teacher reviews the last materials.		V	V		V		V		V		V	
5.	The teacher asks whether there are any questions about the last materials.	V		V		V		V		V			V
6.	The teacher makes apperception	V		V			V	V		V		V	
7.	The teacher introduces the topic to the students	V		V		V		V		V		V	
8.	The teacher tells the goal that will be achieved by students.		V	V			V		V	V		V	
9.	The teacher gives an example of the text	V		V			V	V		V			V
10.	The teacher asks some students to tell their past experiences orally.		V	V			V		V	V		V	
11.	The teacher introduces a model of recount text.	V		V			V	V		V		V	
12.	The teacher asks students to study the text	V		V		V			V	V		V	
13.	The teacher explains the generic structure, purpose, and the language features of the text	V		V		V		V		V		V	

14.	The teacher distributes some texts to the students.	V		V		V			V	V		V	
15.	The teacher gives the explanation clearly.	V		V		V		V		V		V	
16.	The teacher distributes students' sheet for each student.	V		V		V		V		V		V	
17.	The teacher asks and guides students to practice writing in some tasks	V		V		V		V		V		V	
18.	The teacher asks to the students to submit their task		V	V		V			V	V		V	
19.	The teacher asks students to write a draft		V	V		V			V	V		V	
20.	The teacher asks students to have peer response in their draft		V		V	V			V	V		V	
21.	The teacher asks students to revise their draft		V	V		V			V	V		V	
22.	The teacher asks students to submit their revised draft		V	V		V			V	V		V	
23.	The teacher gives feedback and rewards of their performances.	V		V		V		V		V		V	
24.	The teacher asks students' difficulties and opinion and help them during the teaching and learning process	V		V		V		V		V		V	
25.	The teacher summarizes the materials given	V		V			V	V			V	V	
26.	The teacher gives reflection towards the teaching and learning process.		V	V			V	V			V	V	
27.	The teacher previews the next materials		V	V			V		V	V			V
28.	The teacher closes the lesson	V		V		V		V		V		V	

Students													
1.	The students answer the greeting and do prayer.	V		V		V		V		V		V	
2.	The students are ready to learn.	V		V			V		V	V		V	
3.	The students pay attention to the teacher's explanation.	V		V		V		V		V		V	
4.	The students are relaxed to tell their experiences, ask and give opinion to the teacher orally.		V	V		V		V		V		V	
5.	The students have interaction with the teacher and other students in the process of writing the text	V		V		V		V		V		V	
6.	The students are confident to give response in written and oral forms to peers' writing		V	V		V	V			V		V	
7.	The students ask the teacher when they have difficulties about the materials	V		V		V		V		V		V	
8.	The students are involved actively in the class.	V		V		V		V		V		V	
9.	The students understand the explanation about recount texts.	V		V		V		V		V		V	
10.	The students identify some texts that are given.	V		V		V			V	V		V	
11.	The students do the tasks	V		V		V		V		V		V	
12.	The students work properly based on the instruction (in pairs or individually)	V		V		V		V		V		V	
13.	The students give response and discuss the draft with their friends		V		V	V			V	V		V	

14.	The students bring a dictionary		V	V		V		V		V		V	
15.	The students submit their work to the teacher.		V	V		V			V	V		V	
<b>Class Situation</b>		+	-	+	-	+	-	+	-	+	-	+	-
1.	The students' enthusiasm/ motivation in the class	V		V		V			V	V		V	
2.	The students' involvement in the class.	V		V		V		V		V		V	
3.	Time allocation used by the teacher		V	V		V		V			V	V	
4.	Media		V	V		V			V	V		V	
5.	The teacher's instruction and explanation	V		V		V		V		V		V	
6.	The students' response toward the technique and activities used by the teacher	V		V		V		V		V		V	
7.	The students' understanding about the materials.	V		V		V		V		V		V	
8.	The students' willingness to give positive response and help their friends draft		V	V		V		V		V		V	
9.	The students' ability in achieving the goal	V		V		V		V		V		V	

**F. WRITING RUBRIC  
AND  
THE STUDENTS' SCORES**

### WRITING RUBRIC

Aspects	Criteria	Scores	Level
Content	- Relevant to topic.	4	Excellent
	- Mostly relevant to topic but lacks detail.	3	Good
	- Inadequate development of topic.	2	Fair
	- Does not show knowledge of subject.	1	Poor
Organization	- Ideas clearly stated and supported, well-organized, cohesive.	4	Excellent
	- Loosely organized but main ideas stand out, logical but incomplete sequencing.	3	Good
	- Ideas confused or disconnected, lacks logical sequencing and development	2	Fair
	- No organization.	1	Poor
Vocabulary	- Effective word/ idiom choice and usage.	4	Excellent
	- Occasional errors of word/ idiom form, choice, and usage <i>but meaning not obscured</i> .	3	Good
	- Frequent errors of word/ idiom form, choice, and usage and <i>meaning confused or obscured</i> .	2	Fair
	- Little knowledge of English vocabulary, idioms, and word form.	1	Poor
Language Use	- Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.	4	Excellent
	- Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.	3	Good
	- Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions.	2	Fair
	- Dominated by errors.	1	Poor
Mechanics	- Few errors of spelling, punctuation, capitalization, and paragraphing.	4	Excellent
	- Occasional errors of spelling, punctuation, capitalization, and paragraphing.	3	Good
	- Frequent errors of spelling, punctuation, capitalization, and paragraphing.	2	Fair
	- Dominated by errors.	1	Poor

Adapted from: Weigle, C.S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press

### THE RESULT OF THE STUDENTS' WRITING IN ORGANIZATION

No	Name	Pre-test		Cycle 1		Cycle 2		Post-Test	
		Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1	Anisa Nur Riswanti	2	3	2	3	3	3	4	4
2	Aprilia Puji Hawa	2	3	3	3	3	3	4	4
3	Deni Hidayati			2	2	3	2	3	3
4	Diah Prastyawati	2	3	2	3	3	3	4	3
5	Dian Ardhana Yoga	1	1	2	2	3	2	2	2
6	Dita Widyaningtyas	1	1	2	2	3	3	3	2
7	Fiki Dwi Nur R	1	2	2	3	3	3	3	2
8	Jesica Riana	2	3	2	3	3	3	4	4
9	Jonea	1	1			2	2	2	2
10	Muhammad Taufik H	1	2	2	3	3	2	2	3
11	Norvianti Afni S	2	3	2	3	3	3		
12	Nur Siti Anifah	1	2	2	3	3	3	4	3
13	Oktova Nugroho	1	1			3	2	3	2
14	Paryanti	1	1	2	2	3	3	2	2
15	Rachmi Aulia J	1	1	2	3	3	2	3	2
16	Rizal M Z	1	1	2	2	3	2	4	3
17	Rizqa Nur Izzatunnisa	2	2	2	3	3	3	4	4
18	Rochmad Ridho U	1	1	2	3	2	2	4	3
19	Septi Wulandari	1	1	2	2	3	3	4	3
20	Wahiddin Vaoya M	1	1	2	2	2	2	3	4
21	Wulandari	2	3	2	3	3	3	3	4
22	Yunita Nur E	2	3	3	3	3	3	4	3
Mean Score		1,38	1,86	2,10	2,65	2,86	2,59	3,29	2,95
		1,62		2,38		2,73		3,12	



### THE RESULT OF THE STUDENTS' WRITING IN CONTENT

No	Name	Pre-test		Cycle 1		Cycle 2		Post-Test	
		Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1	Anisa Nur Riswanti	2	3	3	3	4	3	4	4
2	Aprilia Puji Hawa	2	3	3	3	3	3	4	4
3	Deni Hidayati			3	2	3	2	3	2
4	Diah Prastyawati	2	3	3	2	3	3	4	3
5	Dian Ardhana Yoga	2	2	2	2	2	2	3	2
6	Dita Widyaningtyas	1	2	2	2	4	3	3	2
7	Fiki Dwi Nur R	2	2	3	3	3	2	3	3
8	Jesica Riana	2	3	3	3	3	3	4	4
9	Jonea	1	2			2	2	2	2
10	Muhammad Taufik H	2	2	2	2	2	3	3	3
11	Norvianti Afni S	2	3	3	2	3	3		
12	Nur Siti Anifah	2	3	3	3	3	3	4	3
13	Oktova Nugroho	1	2			2	2	3	2
14	Paryanti	2	2	2	3	4	3	3	3
15	Rachmi Aulia J	1	2	3	2	4	3	3	2
16	Rizal M Z	2	2	2	2	2	3	3	2
17	Rizqa Nur Izzatunnisa	2	3	3	3	2	3	4	3
18	Rochmad Ridho U	1	2	3	2	2	2	3	2
19	Septi Wulandari	2	3	3	2	3	2	4	3
20	Wahiddin Vaoya M	2	2	3	2	3	2	3	3
21	Wulandari	2	3	3	3	3	3	3	4
22	Yunita Nur E	2	2	3	3	3	3	4	3
Mean Score		1,76	2,43	2,75	2,45	2,86	2,64	3,33	2,81
		2,10		2,60		2,75		3,07	

### THE RESULT OF THE STUDENTS' WRITING IN VOCABULARY

No	Name	Pre-test		Cycle 1		Cycle 2		Post-Test	
		Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1	Anisa Nur Riswanti	2	3	2	2	3	3	4	3
2	Aprilia Puji Hawa	2	2	2	3	3	2	3	2
3	Deni Hidayati			3	2	3	2	3	3
4	Diah Prastyawati	2	3	2	1	2	2	3	3
5	Dian Ardhana Yoga	2	2	1	1	2	2	3	3
6	Dita Widyaningtyas	1	1	2	2	3	2	3	2
7	Fiki Dwi Nur R	2	1	2	2	3	2	4	2
8	Jesica Riana	2	3	2	3	3	3	4	3
9	Jonea	1	2			2	2	2	2
10	Muhammad Taufik H	2	2	1	1	2	2	3	2
11	Norvianti Afni S	1	1	1	2	2	3		
12	Nur Siti Anifah	2	1	2	3	2	2	3	3
13	Oktova Nugroho	1	1			2	2	3	2
14	Paryanti	1	2	1	2	3	3	3	2
15	Rachmi Aulia J	2	2	1	2	3	2	3	3
16	Rizal M Z	2	2	1	1	2	2	2	2
17	Rizqa Nur Izzatunnisa	2	2	2	2	3	3	3	3
18	Rochmad Ridho U	1	2	2	3	2	3	3	2
19	Septi Wulandari	2	2	1	2	3	3	3	2
20	Wahiddin Vaoya M	2	1	2	2	2	3	3	3
21	Wulandari	2	3	2	3	2	3	3	3
22	Yunita Nur E	2	3	2	3	3	2	3	3
Mean Score		1,71	1,95	1,70	2,10	2,50	2,41	3,05	2,52
		1,83		1,90		2,45		2,79	

### THE RESULT OF THE STUDENTS' WRITING IN LANGUAGE USE

No	Name	Pre-test		Cycle 1		Cycle 2		Post-Test	
		Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1	Anisa Nur Riswanti	2	1	2	2	3	3	4	3
2	Aprilia Puji Hawa	2	2	3	3	3	3	4	4
3	Deni Hidayati			2	2	2	2	3	2
4	Diah Prastyawati	2	1	2	3	2	3	3	3
5	Dian Ardhana Yoga	1	1	2	1	2	3	3	2
6	Dita Widyaningtyas	1	1	1	1	2	2	3	2
7	Fiki Dwi Nur R	1	1	2	2	2	3	3	3
8	Jesica Riana	2	2	3	3	3	4	4	4
9	Jonea	1	1			2	2	2	2
10	Muhammad Taufik H	2	3	1	1	3	3	3	3
11	Norvianti Afni S	1	1	1	1	2	2		
12	Nur Siti Anifah	1	1	2	2	2	3	4	4
13	Oktova Nugroho	1	1			3	3	2	2
14	Paryanti	1	1	2	1	3	3	3	2
15	Rachmi Aulia J	1	1	1	2	2	2	3	3
16	Rizal M Z	1	1	1	1	3	3	3	2
17	Rizqa Nur Izzatunnisa	2	2	3	3	2	2	3	3
18	Rochmad Ridho U	1	1	2	1	2	3	3	2
19	Septi Wulandari	1	1	1	1	3	2	4	4
20	Wahiddin Vaoya M	1	1	2	2	3	2	2	3
21	Wulandari	2	1	2	2	2	2	3	3
22	Yunita Nur E	2	2	1	1	3	2	3	3
Mean Score		1,38	1,29	1,80	1,75	2,45	2,59	3,10	2,81
		1,33		1,78		2,52		2,95	

### THE RESULT OF THE STUDENTS' WRITING IN MECHANICS

No	Name	Pre-test		Cycle 1		Cycle 2		Post-Test	
		Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
1	Anisa Nur Riswanti	2	2	1	2	4	3	4	3
2	Aprilia Puji Hawa	2	2	2	2	3	3	4	3
3	Deni Hidayati			2	2	3	3	4	4
4	Diah Prastyawati	2	2	2	1	4	2	4	3
5	Dian Ardhana Yoga	1	1	1	1	3	3	3	4
6	Dita Widyaningtyas	1	1	1	2	2	3	3	2
7	Fiki Dwi Nur R	1	2	2	2	4	3	3	2
8	Jesica Riana	3	3	2	2	4	3	4	3
9	Jonea	1	2			3	3	3	2
10	Muhammad Taufik H	1	2	1	1	3	3	3	3
11	Norvianti Afni S	1	1	2	1	3	3		
12	Nur Siti Anifah	2	1	2	1	2	2	4	3
13	Oktova Nugroho	1	1			2	2	2	2
14	Paryanti	1	1	2	3	3	3	3	2
15	Rachmi Aulia J	1	1	2	2	2	3	3	2
16	Rizal M Z	1	1	1	1	3	2	3	2
17	Rizqa Nur Izzatunnisa	2	2	2	2	4	3	4	4
18	Rochmad Ridho U	1	1	1	2	4	3	3	2
19	Septi Wulandari	1	1	2	2	3	3	4	4
20	Wahiddin Vaoya M	2	2	2	2	4	3	3	2
21	Wulandari	2	2	2	3	3	3	4	3
22	Yunita Nur E	2	1	2	3	3	2	4	3
Mean Score		1,48	1,52	1,70	1,85	3,14	2,77	3,43	2,76
		1,50		1,78		2,95		3,10	

## **G. THE STUDENTS' WRITING**

**PRE-TEST**

### Student Worksheet

Name : Wulandari  
Std. Number : B. Inggris 21

Write your recount text here.

#### My Holiday

Last week, I'm goes to in my home town in the Gunungkidul. At my home I and my family have fun together. We underwent holiday in the our garden.

On the first day, we went to plant some vegetables in there. We went go there with walked. Because that place is near. After arrive in the, we allotted walked. My father digged a land dan My Mother bestrewed seed. And I with my sister pouring water in there.

My holiday is nice and funny.

C	O	V	G	M
2	2	2	2	2

Student Worksheet

Name : Aprilia Puji Hawa.

Std. Number : 02

Write your recount text here.

Two weeks ago I went to Nurma's house to played with her. When I saw her, she was washed plate.

When she looked to me, she asked me to help her. So I can't rejected. When I washed the bowl, the bowl I holded is Falled and than cracked,

I were so afraid ~~that she is doesn't~~  
~~talled +~~



# Student Worksheet

Name : RIZAL M Z

Std. Number : 16

Write your recount text here.

Yesterday, I <sup>some</sup> have home work, but I don't do my homework because I am ~~very~~ lazy.

I went to school at the morning ~~not for~~ to looking for fiki's home work. After arrive in the school I look fiki's homework and free from punishment

C	O	V	L	M
2	1	2	1	1

## **CYCLE 1**

Wulandari

21

1<sup>st</sup> Cycle

Students Worksheet

Write your final draft here.

Title?

Last year, I and my friends went ~~on~~<sup>to</sup> Sepanjang Beach to holiday. We went there by bus from Bantul to Sepanjang Beach.

A long the street, I ~~am~~ so very enjoyed the scenery ~~in~~ there. First, we arrived ~~in~~<sup>at</sup> the Sepanjang Beach. Then ~~we~~<sup>after we</sup> arrived ~~in~~ there, we played together ~~on~~ the beach. After ~~we~~<sup>had</sup> have fun, we picked our things and went to ~~the~~ home by bus.

We were so tired, but it was so happy and impresived.

C	O	V	L	M
3	2	2	2	2

Draft Writer: Wulandari  
 Reviewer : Aprilia Riji Hawa

### Peer Response Sheet

Read your partner's text twice and give response of his/her draft. Fill the following form with your comments about your partner's draft. Then, give it to your partner so he/she can respond to your comments. (Baca teks temanmu dua kali dan beri draftnya response. Isi form dibawah ini dengan komentar-komentar tentang draft temanmu. Lalu, berikan pada temanmu sehingga dia dapat merespon komentarmu.)

The guide form of Peer Response for reviewer:  
 Form panduan Peer Response untuk reviewer:

1. Write two sentences about your positive opinion after you reading the draft.  
 (Tuliskan dua kalimat tentang opini positifmu setelah kamu membaca draft tersebut.)

= lulusannya bagus  
 = Penggunaan anda baca juga bagus.

3. Describe which part that you like best.  
 (Uraikan bagian mana yang kamu sukai.)

Events = After have fun, we picked our things  
and went to the home by bus.

4. Describe which part that makes you confused.  
 (Uraikan bagian mana yang membuatmu bingung.)

events = A long the street, Then arrived in there.

5. Does it use the generic structure such orientation, list of events, and re-orientation properly?  
 (Apakah text tersebut menggunakan generic structure seperti orientation, list of events, dan re-orientation dengan tepat?)

Ya.

6. Give your comment or suggestion to your friend to revise the draft properly. (at least 2 points)  
 (Berikan komentar atau saranmu untuk temanmu untuk merevisi draft tersebut dengan baik. (minimal 2 poin))

a. Orientation :

Draft Writer:  
 Reviewer :

b. List of Events  
 = Selengkapnya memakai kata gabung pd "enjoy" <sup>the</sup> scenery

c. Re-orientation  
 = bagus

7. Does it use language features of recount text properly?  
 (Apakah teks tersebut menggunakan language features of recount text dengan tepat?)

Ya ~~tidak~~ ada sedikit kesalahan.

8. Give your comment or suggestion to correct the draft properly.  
 (Berikan komentar atau saranmu untuk memperbaiki draft tersebut dengan baik.)

a. Past Tense:

enjoy = enjoyed

b. Time Connectives:

nggaw ada first.

c. Mechanics and Spelling:

9. Does the text have a good coherence?

(Apakah teks tersebut memiliki sebuah koherensi yang baik?)

Ya

10. Is the writing in the text legible?

(Apakah tulisan dalam text tersebut dapat dibaca?)

Ya

WRITER RESPONSE:

Do you agree/disagree with your partner's feedback? Does it useful for revising your draft?

(Apakah kamu setuju/tidak setuju dengan feedback temanmu? Apakah feedback tersebut berguna untuk merevisi draftmu?)

Aprita Pijj Hama.  
02 UMD

1<sup>st</sup> Cycle

### Students Worksheet

Write your final draft here.

Some

Long time ago, I and my big family went to Baron Beach for <sup>spending</sup> our holiday.

At first, we went there by bus. After we arrived at Baron Beach, we changed <sup>our</sup> clothes. Then we played with the sand. After that, we swam into the beach.

Finally, we got into the bus and returned to our home. We were very happy.

$$\begin{array}{r} 610 \\ 3 \overline{) 1830} \\ \underline{9} \phantom{0} \\ 9 \phantom{0} \\ \underline{0} \phantom{0} \\ 0 \phantom{0} \end{array} = 13$$

Write your draft here.

Orientation: Long time ago, I and all my big family went to Baron Beach for <sup>spending</sup> our holiday.

Events: We went there by bus. After we arrived at Baron Beach, we changed our clothes. Then we played with the sand. After that we swam into the beach.

Re-orientation

Finally we got into the bus and returned to our home. We were very happy.

Draft Writer: Aprilia Puri Hana  
Reviewer : Jessica Kiana

### Peer Response Sheet

Read your partner's text twice and give response of his/her draft. Fill the following form with your comments about your partner's draft. Then, give it to your partner so he/she can respond to your comments. (Baca teks temannmu dua kali dan beri draftnya response. Isi form dibawah ini dengan komentar-komennamu tentang draft temannmu. Lalu, berikan pada temannmu sehingga dia dapat merespon komentarmu.)

The guide form of Peer Response for reviewer:  
Form penilaian Peer Response untuk reviewer:

1. Write two sentences about your positive opinion after you reading the draft.  
(Tuliskan dua kalimat tentang opini positifmu setelah kamu membaca draft tersebut.)

Ceritanya bagus

- penggunaan past tense nya juga bagus

3. Describe which part that you like best.  
(Uraikan bagian mana yang kamu sukai.)

Di re-orientation

4. Describe which part that makes you confused.  
(Uraikan bagian mana yang membuatmu bingung.)

Di event "we changed our clothes" and then we played with the sand

5. Does it use the generic structure such orientation, list of events, and re-orientation properly?  
(Apakah text tersebut menggunakan generic structure seperti orientation, list of events, dan re-orientation dengan tepat?)

Ya, sudah lumayan tepat

6. Give your comment or suggestion to your friend to revise the draft properly. (at least 2 points)  
(Berikan komentar atau saranmu untuk temannmu untuk merevisi draft tersebut dengan baik. (minimal 2 poin))

a. Orientation :

I and all my big family. Sebaiknya  
I and my big family

Draft Writer:  
Reviewer :

- b. List of Events

1. Agak kurang unt

- c. Re-orientation

1. Semuanya sudah bagus

7. Does it use language features of recount text properly?  
(Apakah teks tersebut menggunakan language features of recount text dengan tepat?)

Ya, sudah tepat

8. Give your comment or suggestion to correct the draft properly.  
(Berikan komentar atau saranmu untuk memperbaiki draft tersebut dengan baik.)

- a. Past Tense:

- b. Time Connectives:

tidak ada at first

- c. Mechanics and Spelling:

di akhir orientation kurang titik dan di akhir re orientation juga kurang titik

9. Does the text have a good coherence?  
(Apakah teks tersebut memiliki sebuah koherensi yang baik?)

Ya, lumayan. Tapi mungkin ditambah lagi eventnya

10. Is the writing in the text legible?  
(Apakah tulisan dalam text tersebut dapat dibaca?)

Ya, :)

#### WRITER RESPONSE:

- Do you agree/disagree with your partner's feedback? Does it useful for revising your draft?  
(Apakah kamu setuju/tidak setuju dengan feedback temannmu? Apakah feedback tersebut berguna untuk merevisi draftmu?)

Ya, :)



W → RIZAL MZ 1<sup>st</sup> Cycle

### Students Worksheet

Write your final draft here.

Title ?

Yesterday ① I went to Candi abang

First ② I looked for durian ③ Next  
I looked for mango ④ After that I looked for  
guava ⑤ After that I saw the scenery ⑥  
Next ⑦ I saw the Sunset ⑧ After that  
I looked for coconut ⑨

Finally ⑩ I returned to house.  
I felt very happy ⑪

C	O	U	L	M
2	2	1	1	1

Draft Writer: Rizal m-2.  
Reviewer : Wahidin VM

Draft Writer:  
Reviewer :

### Peer Response Sheet

Read your partner's text twice and give response of his/her draft. Fill the following form with your comments about your partner's draft. Then, give it to your partner so he/she can respond to your comments. (Baca teks temanmu dua kali dan beri draftnya response. Isi form dibawah ini dengan komentar-komentarmu tentang draft temanmu. Lalu, berikan pada temanmu sehingga dia dapat merespon komentarmu.)

The guide form of Peer Response for reviewer:  
Form panduan Peer-Response untuk reviewer:

1. Write two sentences about your positive opinion after you reading the draft.  
(Tuliskan dua kalimat tentang opini positifmu setelah kamu membaca draft tersebut.)

Cukup baik

3. Describe which part that you like best.  
(Uraikan bagian mana yang kamu sukai.)

Mencari duwet

4. Describe which part that makes you confused.  
(Uraikan bagian mana yang membuatmu bingung.)

5. Does it use the generic structure such orientation, list of events, and re-orientation properly?  
(Apakah text tersebut menggunakan generic structure seperti orientation, list of events, dan re-orientation dengan tepat?)

ya

6. Give your comment or suggestion to your friend to revise the draft properly. (at least 2 points)  
(Berikan komentar atau saranmu untuk temanmu untuk merevisi draft tersebut dengan baik. (minimal 2 poin))

a. Orientation :

Kurang menantang

b. List of Events

Kurang menarik

c. Re-orientation

7. Does it use language features of recount text properly?  
(Apakah teks tersebut menggunakan language features of recount text dengan tepat?)

ya

8. Give your comment or suggestion to correct the draft properly.  
(Berikan komentar atau saranmu untuk memperbaiki draft tersebut dengan baik.)

a. Past Tense:

Cukup baik

b. Time Connectives:

c. Mechanics and Spelling:

Baik tidak menbingungkan

9. Does the text have a good coherence?  
(Apakah teks tersebut memiliki sebuah koherensi yang baik?)

ya menyangainya

10. Is the writing in the text legible?  
(Apakah tulisan dalam text tersebut dapat dibaca?)

Gangat jelas

WRITER RESPONSE:

Do you agree/disagree with your partner's feedback? Does it useful for revising your draft?

(Apakah kamu setuju/tidak setuju dengan feedback temanmu? Apakah feedback tersebut berguna untuk merevisi draftmu?)

ya, setuju



## **CYCLE 2**

Final Draft

name/no: Wulandari (21).

Name of the newspaper: Kedaulatan Rakyat.

Headline: My Life.

First Paragraph

My completed name is Wulandari. You can call me Wulan. I was born on March 2000 in Gunungkidul. I have a sister and a brother. They were name are Ninik and Nanang.

Second Paragraph:

First, I <sup>studied</sup> was school at kindergarten Masyitoh Srikoyo. Then, I lived in Gunungkidul with my family. At that time, I was four years old. In here, I have classmates. One day, I went ~~go~~ to school with walking. I was ~~be~~ late. My friends <sup>left</sup> lived me <sup>alone</sup> only. After that, I looked around along the street, they ~~were~~ went away. Then, I cried in the middle of the street. Finally, my father's friend saw and accompanied me <sup>to go to</sup> in my school by motorcycle.

Third Paragraph:

That event <sup>was</sup> is very <sup>annoying</sup> annoyed for me. But, that was my <sup>fased</sup> self??

Finally Then Next Firstly After that After Eventually Later on Just then  
Immediately Soon See→saw go→went take→took watch→watched get→got feel→felt  
Happy tired good fun awesome cool boring

Draft Writer: Wulandari  
Reviewer : Peri Hidayati

### Peer Response Sheet

Read your partner's text twice and give response of his/her draft. Fill the following form with your comments about your partner's draft. Then, give it to your partner so he/she can respond to your comments. (Baca teks temannmu dua kali dan beri draftnya response. Isi form dibawah ini dengan komentar-komentarmu tentang draft temannmu. Lalu, berikan pada temannmu sehingga dia dapat merespon komentarmu.)

The guide form of Peer Response for reviewer:  
Form panduan Peer Response untuk reviewer:

1. Describe which part that you like best and give your positive opinion.  
(Uraikan bagian mana yang kamu sukai dan beri opini positifmu.)

Saya menyukai bagian paragraf pertama dan paragraf ke 3. Selain mudah dibaca, isinya juga mudah di pahami

#### 2. ORIENTATION

- a. Is there a part that makes you confused? Give your comments or suggestions to your friend to revise the orientation properly.

(Apakah ada bagian yang membuatmu bingung? Berikan komentar atau saranmu untuk temannmu untuk merevisi bagian orientation dengan baik.)

Tidak ada. Kurang lengkap

- b. Give your comments or suggestions about:

a. Past Tense:

Sudah cukup baik, tapi seharusnya kata I'm diganti was

c. Mechanics and Spelling:

sudah baik

#### 3. EVENTS

- a. Is there a part that makes you confused? Give your comments or suggestions to your friend to revise the events properly.

(Apakah ada bagian yang membuatmu bingung? Berikan komentar atau saranmu untuk temannmu untuk merevisi bagian events dengan baik.)

Tidak terpengaruh. Past tense kurang di pahami

Draft Writer: Wulandari  
Reviewer : Peri Hidayati

- b. Give your comments or suggestions about:

a. Past Tense:

Kata I'm diganti "I was"

b. Time Connectives:

Sudah baik

c. Mechanics and Spelling:

Sudah baik

#### 4. RE-ORIENTATION

- a. Is there a part that makes you confused? Give your comments or suggestions to your friend to revise the re-orientation properly.

(Apakah ada bagian yang membuatmu bingung? Berikan komentar atau saranmu untuk temannmu untuk merevisi bagian re-orientation dengan baik.)

Tidak, tapi tulisan "that" kurang huruf.

- b. Give your comments or suggestions about:

a. Past Tense:

Baik

c. Mechanics and Spelling:

Kurang tepat

5. Does the text legible and have a good coherence?

(Apakah teks tersebut dapat dibaca dan memiliki sebuah koherensi yang baik?)

Ya, sudah baik

#### WRITER RESPONSE

Do you agree/disagree with your partner's feedback? Does it useful for revising your draft?

(Apakah kamu setuju/tidak setuju dengan feedback temannmu? Apakah feedback tersebut berguna untuk merevisi draftmu?)

Final Draft

name/no: Aprilia Puji Hawa /02.

Name of the newspaper:

Headline:

My Life

First Paragraph

My name is Aprilia, but you can call me Wawa. I was born on 21 April 2000 in Sleman. When I was kid, I lived with my parents.

Second Paragraph:

In 2012, my mom ~~death~~ <sup>died</sup>. I was very ~~sadly~~ <sup>sad</sup>. I cried for hours. After that terrible day, I ~~was~~ lived with my dad, brother, ~~sister~~ <sup>sister</sup>, and ~~Grandma~~ <sup>Grandma</sup>. My grandma was ~~a~~ <sup>a</sup> very kind and careful person. I love her very much. In my home, I had a best friend, her name is Nurma. She was always helping ~~ing~~ <sup>me</sup> if I needed ~~her~~ <sup>her</sup>. <sup>lampau</sup>

Third Paragraph:

Those were some parts of my life. Thank you.

Add your personal comments or feeling.

Finally Then Next Firstly After that After Eventually Later on Just then  
Immediately Soon See->saw go->went take->took watch->watched get->got feel->felt  
Happy tired good fun awesome cool boring



Draft Writer: Aprilia Puji H  
Reviewer : [redacted]

Draft Writer:  
Reviewer : Topyik

### Peer Response Sheet

Read your partner's text twice and give response of his/her draft. Fill the following form with your comments about your partner's draft. Then, give it to your partner so he/she can respond to your comments. (Baca teks temannmu dua kali dan beri draftnya response. Isi form dibawah ini dengan komentar-komentarmu tentang draft temannmu. Lalu, berikan pada temannmu sehingga dia dapat merespon commentarmu.)

The guide form of Peer Response for reviewer:  
Form panduan Peer Response untuk reviewer:

1. Describe which part that you like best and give your positive opinion.  
(Uraikan bagian mana yang kamu sukai dan beri opini positifmu.)

bagian paragraf 2

### 2. ORIENTATION

- a. Is there a part that makes you confused? Give your comments or suggestions to your friend to revise the orientation properly.  
(Apakah ada bagian yang membuatmu bingung? Berikan komentar atau saranmu untuk temannmu untuk merevisi bagian orientation dengan baik.)

tidak ada

- b. Give your comments or suggestions about:

a. Past Tense:

umayan

c. Mechanics and Spelling:

baik

### 3. EVENTS

- a. Is there a part that makes you confused? Give your comments or suggestions to your friend to revise the events properly.  
(Apakah ada bagian yang membuatmu bingung? Berikan komentar atau saranmu untuk temannmu untuk merevisi bagian events dengan baik.)

tidak ada

- b. Give your comments or suggestions about:

a. Past Tense:

bagus

b. Time Connectives:

baik

c. Mechanics and Spelling:

bagus

### 4. RE-ORIENTATION

- a. Is there a part that makes you confused? Give your comments or suggestions to your friend to revise the re-orientation properly.  
(Apakah ada bagian yang membuatmu bingung? Berikan komentar atau saranmu untuk temannmu untuk merevisi bagian re-orientation dengan baik.)

tidak

- b. Give your comments or suggestions about:

a. Past Tense:

bagus

c. Mechanics and Spelling:

umayan

5. Does the text legible and have a good coherence?  
(Apakah teks tersebut dapat dibaca dan memiliki sebuah koherensi yang baik?)

ya

### WRITER RESPONSE:

Do you agree/disagree with your partner's feedback? Does it useful for revising your draft?

(Apakah kamu setuju/tidak setuju dengan feedback temannmu? Apakah feedback tersebut berguna untuk merevisi draftmu?)

ya saya setuju

Final Draft

name/no: Rizal m z / 16

Name of the newspaper: SOLO Pok

Headline: Dead People

First Paragraph

Yesterday there was a man died in my Village.

Second Paragraph: *kalimat pertama menjorok ke kanan.*

He was buried in cemetery.

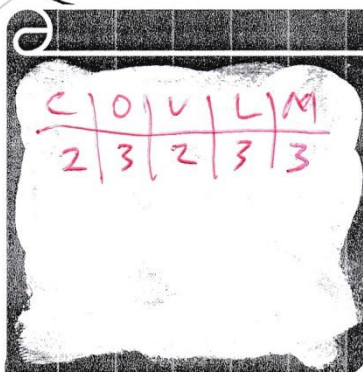
"Pasarean Dukuh Payak". My father and my neighbours helped ~~him~~ the people to bury him. In the funeral I saw there ~~was~~ *were* so many people crying.

*⊕ Add more details.*

Third Paragraph:

May Allah forgive his mistake.

*⊕ Add your personal comments or feeling about your experience.*



Finally Then Next Firstly After that After Eventually Later on Just then  
Immediately Soon See->saw go->went take->took watch->watched get->got feel->felt  
Happy tired good fun awesome cool boring

Draft Writer: Rafael M2  
 Reviewer : Anisa Nur Riswanti

### Peer Response Sheet

Read your partner's text twice and give response of his/her draft. Fill the following form with your comments about your partner's draft. Then, give it to your partner so he/she can respond to your comments. (Baca teks temannya dua kali dan beri draftnya response. Isi form dibawah ini dengan komentar-komentarmu tentang draft temannya. Lalu, berikan pada temannya sehingga dia dapat merespon komentarmu.)

The guide form of Peer Response for reviewer:  
 Form panduan Peer Response untuk reviewer:

1. Describe which part that you like best and give your positive opinion.  
 (Uraikan bagian mana yang kamu sukai dan beri opini positifmu.)

May Allah forgive his mistake, karena  
susunan katanya lumayan

### 2. ORIENTATION

- a. Is there a part that makes you confused? Give your comments or suggestions to your friend to revise the orientation properly.  
 (Apakah ada bagian yang membuatmu bingung? Berikan komentar atau saranmu untuk temannya untuk merevisi bagian orientation dengan baik.)

Tidak, tuliskan tuliskan kurang rapi. Orientation  
kurang lengkap dan panjang. TULISAN KURANG RAPI!

- b. Give your comments or suggestions about:

a. Past Tense:  
Lumayan

c. Mechanics and Spelling:

Kurang jelas, menyusunnya kurang rapi!

### 3. EVENTS

- a. Is there a part that makes you confused? Give your comments or suggestions to your friend to revise the events properly.  
 (Apakah ada bagian yang membuatmu bingung? Berikan komentar atau saranmu untuk temannya untuk merevisi bagian events dengan baik.)

Tidak, bagian event kurang panjang dan  
kurang ada penjelasan lebih rinci

Draft Writer:  
 Reviewer :

- b. Give your comments or suggestions about:

a. Past Tense:

Lumayan

b. Time Connectives:

Tidak ada Time Connectives?

c. Mechanics and Spelling:

Terdanya kurang.

### 4. RE-ORIENTATION

- a. Is there a part that makes you confused? Give your comments or suggestions to your friend to revise the re-orientation properly.

(Apakah ada bagian yang membuatmu bingung? Berikan komentar atau  
saranmu untuk temannya untuk merevisi bagian re-orientation dengan baik.)

Tidak, tuliskan kurang banyak dan  
kurang jelas

- b. Give your comments or suggestions about:

a. Past Tense:

Lumayan

c. Mechanics and Spelling:

Lumayan

- b. Does the text legible and have a good coherence?

(Apakah teks tersebut dapat dibaca dan memiliki sebuah koherensi yang baik?)

Tidak. Tulisan kurang jelas & bagus

### WRITER RESPONSE:

Do you agree/disagree with your partner's feedback? Does it useful for revising your draft?

(Apakah kamu setuju/tidak setuju dengan feedback temannya? Apakah feedback  
tersebut berguna untuk merevisi draftmu?)

**POST TEST**



### Student Worksheet

Name : Wulandari  
Std. Number : 8D, 21

Write your recount text here.

#### My Birthday

Last year, 19 March 2013 it was my birthday. At that time, I was not happy. But, I was not happy. But, I was angry, because all my friends forgot my birthday.

First, when in class. My friends stayed away me. There were leaved me alone. I'm so very sad about it. After that, I went to home sadly. When in home, I was a message from my friends. She asking me to come out. Next, I'm hurried to the front door. I was so suprised to see her bring a bag full of prize and greeting card. Next I was suprised to saw my other friends came out from behind of bigger tree on near my home. They told me happy birth day. I was very happy.

A plain day, or I thought it was before, turned out to be one of the greatest moment in my life. I didnt even know how to describe what I felt. Happy was the simplest word

### Student Worksheet

Name : Aprilia Puji Hawa  
Std. Number : 02

Write your recount text here.

### My Holiday

When I was 8 years old, my family went to Bandung. We went there by bus. It was 24 hours drive. I was in Bandung for 3 days.

Firstly, after we arrived I was so surprised, because I saw a beautiful scenery there. I felt peaceful. Then, I was stayed in Melitahari Hotel. After we had a rest, we went to Tangkuban Perahu. I took some pictures there. Next, we went to some place again. After 3 days there we went home.

I was very happy there.

### Student Worksheet

Name : Rizal m-z  
Std. Number : 16

Write your recount text here.

## Cycling

Last month, I, Tora, and Dian rode our bicycle to Prambanan temple. We met in Jlatren Crossroad in the morning.

Finally, we went at 05.00 am. Along the street we joke together. After some minutes, we arrived in Prambanan temple. We jump the gate to enter the temple.

After we played in the temple we went home happily.

## **H. PHOTOGRAPHS**

## PHOTOGRAPHS



**The students were doing peer response activity.**



**The students were revising their draft based on the comments from their friends.**



**The students were filling the peer response sheet to give comments on their friends' draft.**



**The students were discussing the draft.**





**The student was writing her first draft.**



**The students were picking up their friends' draft to comment on.**



**The student was writing his final draft.**



**The researcher explained the material to the students.**



# **I. PERMIT LETTERS**



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0024/UN.34.12/DT/1/2014  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

9 Januari 2014

Kepada Yth.  
Bupati Sleman  
c.q. Kepala Kantor Kesatuan Bangsa Kab. Sleman  
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***USING PEER RESPONSE TO IMPROVE WRITING ABILITY OF EIGHT GRADE STUDENTS AT SMP 3  
BERBAH IN THE ACADEMIC YEAR OF 2013/2014***

Mahasiswa dimaksud adalah :

Nama : NUR ROCHMAN FATONI  
NIM : 09202241079  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Januari - Maret 2014  
Lokasi Penelitian : SMP 3 Berbah

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,  
  
Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:  
1. Kepala SMP 3 Berbah



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

070/REG/VI/154/1/2014

Membaca Surat : **DEKAN FAKULTAS BAHASA DAN SENI** Nomor : **00124/UN.34.12/DT/I/2014**  
Tanggal : **9 JANUARI 2014** Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
  2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
  3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
  4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **NUR ROCHMAN FATONI** NIP/NIM : **09202241079**  
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**  
Judul : **USING PEER RESPONSE TO IMPROVE WRITING ABILITY OF EIGHT GRADE STUDENTS AT SMP 3 BERBAH IN THE ACADEMIC YEAR OF 2013/2014**  
Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**  
Waktu : **9 JANUARI 2014 s/d 9 APRIL 2014**

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjapro.go.id](http://adbang.jogjapro.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal **9 JANUARI 2014**

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan  
Ub.

Kepala Biro Administrasi Pembangunan



**Hendrar Susilowati, SH**

NIP. 14580120 198503 2 003

**Tembusan :**

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI SLEMAN C.Q BAPPEDA SLEMAN
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. DEKAN FAKULTAS BAHASA DAN SENI, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



**PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimilie (0274) 868800  
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 118 / 2014

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,  
Dan Izin Praktik Kerja Lapangan.  
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman  
Nomor : 070/Kesbang/115/2014  
Hal : Rekomendasi Penelitian

Tanggal : 16 Januari 2014

**MENGIZINKAN :**

Kepada :  
Nama : NUR ROCHMAN FATONI  
No.Mhs/NIM/NIP/NIK : 09202241079  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta  
Alamat Rumah : Perum. Swakarya 30 Jalan Km. 5 Sleman  
No. Telp / HP : 08994139196  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**USING PEER RESPONSE TO IMPROVE WRITING ABILITY OF EIGHT  
GRADE STUDENTS AT SMP 3 BERBAH IN THE ACADEMIC YEAR OF  
2013/2014**  
Lokasi : SMP N 3 Berbah  
Waktu : Selama 3 bulan mulai tanggal: 16 Januari 2014 s/d 16 April 2014

**Dengan ketentuan sebagai berikut :**

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.  
Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

**Tembusan :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Berbah
5. Ka. SMP N 3 Berbah
6. Dekan Fak. Bahasa & seni - UNY
7. Yang Bersangkutan

Dikeluarkan di Sleman

Pada Tanggal : 16 Januari 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris



Kepala Bidang Pengendalian dan Evaluasi

Lisa, SUGIYANI SINURAYA, M.Si, MM  
Pembina, IV/a